











90. Doc.  
Ont-  
E

(ANNUAL) REPORT

20

OF THE

# NORMAL, MODEL, GRAMMAR

AND

## COMMON SCHOOLS

In Ontario,

FOR THE YEAR 1867.

WITH APPENDICES

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

~~~~~  
Printed by Order of the Legislative Assembly.  
~~~~~



371/2  
5/12/75

Toronto:

PRINTED BY HUNTER, ROSE & CO., 86 KING STREET WEST.

1868.





DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

---

No. 3,520, A 3.

EDUCATION OFFICE,

TORONTO, 16th September, 1868.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, Grammar and Common Schools of Ontario, during the year 1867, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from local reports, and various documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Ontario.

I have the honour to be, Sir,

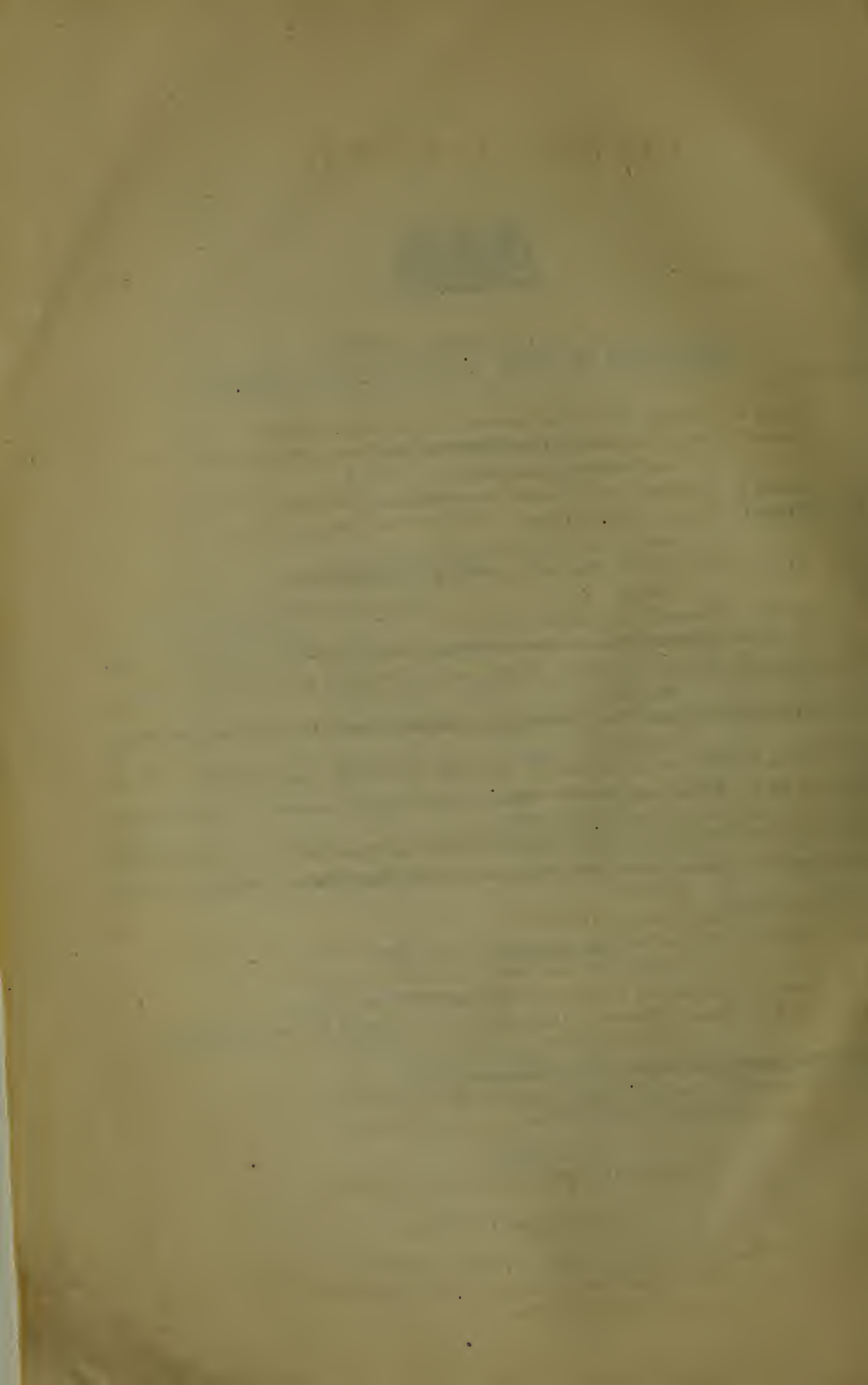
Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable MATTHEW CROOKS CAMERON, M.P.P.,

Secretary of the Province,

Toronto.



# GENERAL CONTENTS.

	PAGE
Letter to the Secretary of the Province.....	3

## PART I.—GENERAL REPORT.

INTRODUCTORY.....	3
I. TABLE A.—Receipts and Expenditures of Common School Moneys.....	3
II. TABLE B.—School Population; Pupils attending the Common Schools and in different branches of instruction.....	4
III. TABLE C.—Common School Teachers; their Religious Persuasions; Rank, Salaries	5
IV. TABLE D.—School; School Houses; School Visits; School Lectures; Time of keeping the Schools open.....	6
V. TABLE E.—Text Books, Maps and Apparatus used in the Schools, The Bible and Prayers.....	9
VI. TABLE F.—Roman Catholic Separate Schools.....	10
VII. TABLE G.—Grammar Schools; Receipts; Expenditure; Pupils.....	11
VIII. TABLE H.—Number of Pupils in the various branches of Grammar School instruction.....	11
IX. TABLE I.—Grammar School Masters; their Salaries; School Houses; Miscellaneous information.....	12
X. TABLE K.—Meteorological Stations; Observations at the Grammar School Stations.	12
XI. TABLE L.—Normal and Model Schools.....	18
XII. TABLE M.—Other Educational Institutions.....	18
XIII. TABLE N.—The Public Libraries supplied by the Department, and all other Libraries	19
XIV. TABLE O.—Maps, Globes and various other School Apparatus supplied by the Department.....	19
XV. TABLE P.—Superannuated Teachers.....	22
XVI. TABLE Q.—Distribution of the Legislative Grant, together with the sums raised as an equivalent, and other moneys raised by Trustees.....	22
XVII. TABLE R.—Educational Summary for the year 1867.....	22
XVIII. TABLE S.—General Statistical Abstract of the progress of Education in Ontario, from 1842 to 1867.....	23
XIX. The Educational Museum .....	23
XX. Extracts from Reports of Local Superintendents of Common Schools.....	29
XXI. Remarks on Grammar School System; Inspector's Report.....	30

## PART II.—STATISTICAL REPORT.

### THE COMMON SCHOOLS.

TABLE A.—Moneys; Amount received and expended in support of Common Schools.....	68
TABLE B.—Pupils; Children attending the Common Schools, and in the different branches of Common School Education.....	76



	PAGE
TABLE C.—The Number, Religious Denominations, Certificates and Salaries of Common School Teachers.....	90
TABLE D.—Schools; Number of Common Schools, School Houses, Visits, Lectures, and Time the Common Schools have been kept open.....	92
TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.....	94
TABLE F.—The Roman Catholic Separate Schools.....	96

### THE GRAMMAR SCHOOLS.

TABLE G.—Moneys received and expended in support of Grammar Schools; Pupils.....	104
TABLE H.—Number of Pupils in the various Branches of Grammar School Instruction.....	112
TABLE I.—Names and qualifications of Grammar School Head Masters, and time of their appointment; their Salaries; Miscellaneous information.....	120
TABLE K.—Meteorological Observations at the Senior County Grammar Schools.....	124

### THE NORMAL SCHOOL.

TABLE L.—Students; their Certificates, Residences and Religious Denominations.....	140
--	-----

### THE OTHER EDUCATIONAL INSTITUTIONS.

TABLE M.—Colleges, Academies and Private Schools.....	143
---	-----

### THE FREE PUBLIC LIBRARIES.

TABLE N.—Moneys; Number of Volumes and miscellaneous information; other Libraries..	144
---	-----

### THE GRAMMAR AND COMMON SCHOOLS.

TABLE O.—Maps and Apparatus supplied by the Educational Department.....	150
---	-----

### THE SUPERANNUATED COMMON SCHOOL TEACHERS.

TABLE P.—Names and periods of service of Teachers, and their Pensions.....	152
--	-----

### THE LEGISLATIVE SCHOOL GRANT AND LOCAL ASSESSMENTS.

TABLE Q.—Distribution of School Grants by the Educational Department, and Statement of Local Equivalents and other Moneys raised for Grammar and Common Schools.....	156
--	-----

### THE ONTARIO EDUCATIONAL SUMMARY FOR 1867.

TABLE R.—Number of Institutions and Pupils, and Moneys expended for Educational purposes.....	162
---	-----

### MISCELLANEOUS.

TABLE S.—Statistical Abstract of the Educational Progress of Ontario.....	164
TABLE T.—The Grants to Common and Separate Schools in Ontario.....	166
TABLE U.—Summary of the Accounts of the Educational Department for 1867.....	169

---



---

 PART III.—APPENDICES.

	PAGE.
A.—EXTRACTS FROM THE REPORTS of Local Superintendents of Common Schools and Boards of School Trustees in Ontario, relative to the State and Progress of Elementary Education in their respective Townships, Cities, Towns and Villages, for the year 1867.....	3
B.—THE NORMAL SCHOOL. Provincial Certificates granted by the Chief Superintendent of Education.....	76
C.—APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR ONTARIO FOR THE YEAR 1867.....	91
D.—DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO:—	
1.—Duties of the Department.....	99
2.—Documents furnished annually to the School Officers of Ontario, and statement of Correspondence.....	104
3.—Communications to the Department of Public Instruction for Ontario.....	105
E.—LIST OF ARTICLES PURCHASED AT THE PARIS EXHIBITION FOR THE EDUCATIONAL MUSEUM OF ONTARIO.....	106
F.—LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF ONTARIO.....	122





---

---

PART I.

—

GENERAL REPORT.

1867.

---

---



ANNUAL REPORT  
OF THE  
Normal, Model, Grammar and Common Schools  
IN ONTARIO,  
FOR THE YEAR 1867.

---

PART I.—GENERAL REPORT.

---

*To The Honourable WILLIAM PEARCE HOWLAND, C.B., Lieutenant-Governor of the Province of Ontario.*

SIR,—I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario, for the year 1867.

The state of the School System in 1867 is, in every respect in advance of that of 1866. This will be seen by a summary view of the Statistical Tables.

THE COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

*Receipts.*

1. The amount apportioned from the Legislative Grant, for the salaries of teachers in 1867, was \$172,542—increase, \$3,051.

2. The amount apportioned and paid from the Legislative Grant for maps, apparatus, &c. (on the condition of an equal sum being provided from local sources), was \$14,611—increase, \$594.

3. The Legislative Grant is apportioned to each Municipality, according to population, (but distributed to each School Section according to the average attendance of pupils, and the length of time each School is kept open,) upon the condition that such Municipality provide, at least, an equal sum by local assessment; but each Municipality is empowered to assess, and collect as large an additional sum as it may think proper, for the education of youth within its jurisdiction. The amount of School Fund provided by Municipal assessment was \$351,873—increase, \$32,719; and by voluntary Act, in excess of the Legislative Grant, \$179,331. This, together with the item which follows, exhibits the strength and progress of the real feeling of the Country, in relation to the education of its youth.

4. *Trustees' Rates on Property.*—Each Township is divided by the Municipal Council, into School Sections, of from two to four square miles each. Three trustees are elected by the rate-payers, as School Corporations for each Section; the Trustees holding office three years, one Trustee going out of office annually, and his successor elected. The Trustees of each Section have the same discretionary power as each Township or County

Council, to provide by rate on property for their School purposes. The amount thus provided for School purposes by Trustees' rate on property, (in addition to the Municipal Council Assessment of \$351,873) was \$799,708—being an increase on Trustees' property rate of the preceding year of \$39,342.

While the aggregate amount of the Municipal School Assessment exhibits the state and progress of public feeling in regard to the general education of the country, the amount of Trustees' rates on property illustrates the feeling and efforts of the people in separate School localities for the education of their children. The whole amount of voluntary, local, self-imposed tax on property for Common School purposes, in addition to the Legislative School Grant, was, \$1,483,182—increase on the preceding year of \$58,717.

5. *Trustees' Rate-bills on Pupils.*—Whether a School shall be wholly supported by a rate on property, and therefore *free* to all residents from 5 to 21 years of age, without *fee* from any pupil, or whether the School shall be partly supported by fees or rate-bills (the law not allowing a rate-bill or fee for each pupil to exceed twenty-five cents per month), is determined by the rate-payers at each annual meeting, or at a special meeting called for that purpose. In cities, towns, and incorporated villages, the elected Boards of Trustees determine whether the Schools shall be free or not. A decrease in the amount of rate-bills or fees, indicates an increase of Free Schools. The amount of Trustees' rate-bills for 1867, was, \$51,197—decrease, \$2,284.

6. *The Clergy Reserve Fund* is placed by law at the discretionary disposal of the Municipalities, and many of them have nobly applied their share to School purposes. The amount of balances available for Common School purposes from this Fund and other sources not mentioned above, was, \$280,401—decrease, \$11,059.

7. Total amount of moneys provided for Common School purposes in 1867, was, \$1,670,335—increase, \$62,364; the largest increase except that of the previous year (which was \$62,970) which has taken place in any year since the establishment of the School System.

#### *Expenditures.*

1. For salaries of teachers, \$1,093,516—increase, \$26,636.
2. For maps, apparatus, prizes and libraries, \$31,354—increase, \$1,601.
3. For sites and building of school-houses, \$149,195—increase, \$37,823.
4. For rents and repairs of school-houses, \$50,634—increase, \$8,845.
5. For school books, stationery, fuel and other expenses, \$148,487—increase, \$11,048.
6. Total expenditure for all Common School purposes, \$1,473,188—increase, \$85,955.
7. Balances of school moneys not expended or paid at the end of the year, \$197,146—decrease, \$23,591.

*Postscript to Table A.*—I have caused a Postscript to be added to Table A, exhibiting the receipts and expenditures of the School moneys *separately* in counties, cities, towns and incorporated villages. Any reader, therefore, who wishes to examine the comparative progress of the *financial* part of the School System in counties, cities, towns and incorporated villages, is referred to the Postscript of Table A.

#### II. TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING COMMON SCHOOLS, DIFFERENT BRANCHES OF INSTRUCTION.

An old statute requires the returns of school population to include children between the ages of 5 and 16 years, but the school law confers the equal right of attending the schools upon all persons between 5 and 21 years of age.

1. *School Population* (including only children between the ages of 5 and 16 years of age,) was 447,726—increase, 15,914.

2. *The number of Pupils between 5 and 16 years of age attending the Schools* was 380,511—increase, 10,743. Number of Pupils of other ages attending the Schools was 21,132—increase, 5.

3. The number of *Boys* attending the Schools, was 213,019—increase, 4,430. The number of *Girls* attending the Schools, was 188,624—increase, 6,318.

4. Number reported as *indigent*, was 4,429—increase, 497.



5. The table is referred to for the reported periods of attendance of pupils, and the number in each of the several subjects taught in the Schools, indicating a considerable increase in most of the higher branches.

6. The number of children reported as not attending any School, was 39,515—decrease 821. It is to be hoped that this ominous item will soon disappear through the united and persevering exertions of the Christian and patriotic friends of universal education.

There is an apparent discrepancy in some of these returns. For example, the aggregate increase of school population, is reported to be 15,914; the aggregate increase of pupils attending the Schools is reported to be 10,743; yet there is a reported decrease of 821 children not attending any School. The returns must be defective in regard to some of these items, or there must be a considerable increase of pupils attending Private Schools, and of whose attendance we have no returns. I am inclined to think the latter is the case.

*Postscript to Table B.*—As I have caused a postscript to be added to Table A, exhibiting *separately* the comparative receipts and expenditures of School Moneys in Counties, Cities, Towns, and incorporated Villages, I have caused a similar Postscript to be added to Table B., shewing *separately* the comparative School Population, and attendance of children at School in these several Municipalities.

### III. TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,422 Schools reported, 4,890 Teachers have been employed,—increase, 101; of whom 2,849 were Male Teachers—decrease, 76; and 2,041 were Female Teachers— increase, 177.

2. *Religious Persuasions of Teachers.*—The Teachers are reported to be of the following religious persuasions:—Church of England, 795—decrease, 49; Roman Catholics, 552—increase, 23; Presbyterians, 1,542—increase, 56; Methodists, 1,415—increase, 76; Baptists, 266—decrease, 6; Congregationalists, 65—decrease, 22; Lutherans, 24—increase, 7; Quakers or Friends, 15—decrease, 3; Christians and Disciples, 43—decrease, 6; Reported as Protestants, 73—decrease, 8; Unitarian decrease, 1; other Persuasions, 29—decrease, 8; not reported, 71—increase, 42.

3. *Teachers' Certificates.*—Total number of certificated or licensed Teachers, was 4,739— increase, 77; Normal School Provincial Certificates, 1st class, 238; 2nd class, 363; County Board Certificates, 1st class, 1,661—increase 23; 2nd class, 2,091—increase, 104; 3rd class, 386—by far too many, but a decrease of 34; unclassified, 151—increase, 24; certificates annulled, 19—decrease, 3; number of students attending the Normal School without obtaining certificates, 65—decrease, 33.

4. Number of schools in which the teachers were changed during the year, 781— increase, 12—a sad evil.

5. Number of schools having more than one teacher, 279—increase, 71; a good sign.

6. *Annual Salaries of Teachers.*—The salaries of teachers in the United States are usually paid by the month, under the name of wages, and are paid only during the months that the schools are kept open whether, five, six, or seven months. The teachers there generally, both male and female (except in cities and towns) teach one part of the year, and engage in other employments the rest of the year. This is inconsistent with the adoption of teaching as a profession, or with the progress of the profession. For a young man or a young woman to teach three or four months of the year, and then the one to labour on a farm or in a shop, and the other as a sewing-girl, or housemaid, or cook, the rest of the year, cannot advance the profession of teaching, or even make it one, as is ably shewn in the reports of several of the State Superintendents of Public Instruction.

With us teachers are generally employed by the year, and seldom, if ever, engage in any other employment during the years of their teaching. The chief, if not only, exception to this practice is in the case of young persons who teach one part of the year, or a year or two, to procure means to enable them to go to the Normal School, in order to become better qualified and receive larger emolument in their profession, or to some Classical Institution or College, in order to prepare themselves for one of the learned pro-

fessions. The most serious impediment to the progress and efficiency of school instruction is the inadequate remuneration of teachers—tending as it does to prevent many talented young persons from adopting it, and to drive many of the most competent persons from it. Among the worst enemies to the efficiency and progress of Common School education, are those Trustees and Parents whose whole aim is to get what they call a cheap teacher, and who seek to haggle down the teacher's remuneration to as near starvation point as possible. It is, however, gratifying to observe that the number and influence of this class of persons are yearly diminishing in the country as a whole, although they still exert a blighting influence in some parts of it. I am thankful to be able to note an increase of \$26,636 in the aggregate salaries paid to teachers during the year 1867—the whole sum being \$1,093,516; upwards of \$900,000 of this sum being the proceeds of local rates. The largest salary paid to a teacher in a *county* was \$635; the lowest, \$96! But the average salary of male teachers, as reported, was only \$261; of female teachers, \$189. The highest salary paid to a teacher in a *city*, was \$1,350; the lowest, \$225. The average salaries of male teachers in cities were \$532; of female teachers, \$243. The highest salary paid to a teacher in a *town* was \$1,000; the average salaries of male teachers in towns were \$464; of female teachers, \$240. The highest salary paid a teacher in an *incorporated village* was \$560; the average salaries of male teachers in villages were \$409; of female teachers, \$215.

#### IV. TABLE D.—SCHOOL SECTIONS, SCHOOLS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of School *Sections* reported for 1867 was 4,496—increase, 39. The whole number of *schools* reported was 4,422—increase, 43. The number of schools closed or not reported was 74—decrease, 4.

2. The number of free schools reported—schools supported entirely by rate on property, and which may be attended by all residents from 5 to 21 years of age without payment of fees, was 3,838—increase, 97. The number of schools *partly free*, that is, with a rate-bill of 25 cents, or less, per month, was 584—decrease, 54.

It may be proper for me to repeat here, what I have remarked elsewhere, that whether the school shall be entirely free, or partly supported by fees (no fee or rate-bill being permitted by law to exceed 25 cents per month, and may be less), is left to the annual decision of the rate-payers at their annual or special meeting in each School Section. In cities, towns and incorporated villages, the decision is with the Board of Trustees, and with the rate-payers in the election of the members of such Boards. Thus, out of 4,422 schools reported, 3838 are entirely free—wholly supported by rate on property, with no rate-bills or fees required of pupils. This is the result, not of any Act of Parliament, but of discussions, trials, experience and voluntary action of the rate-payers in their several school divisions since 1850. Every person having children between the ages of 5 and 21 years has a right to send his children to school as long as their conduct accords with the regulations and discipline of the school; and every person is required to contribute to the support of the school according to the assessed value of his property, protected and improved in the country, whether he has children or sends children to the school or not. The education of the youth of the land being a public good, and ignorance being a public evil, the property of the country is made liable for the education of the youth of the country, and taxes for this purpose are much less than those required to defray the expenses incurred by prisons, &c., in order to punish crimes which result from ignorance and its attendant vices; apart from the losses inflicted upon a community by the multiplication, idleness, and vices of untaught and degraded persons.

3. *School-Houses*.—The whole number of School-houses reported, was 4,447—increase, 48; of these 679 are Brick—increase, 37; 381 Stone—increase, 9; 1785 Frame—increase, 34; 1581 Log—decrease, 23; not reported, 21—decrease, 9.

4. The whole number of School-houses built during the year, was 140—39 more than had been built during the preceding year. Of these 140 Schools built during the year, 43 were Brick, 10 Stone, 62 Frame, and 25 Log.



5. *Titles of School Sites.*—Freehold, 3,923—increase, 71 ; Leased, 366—decrease, 8 ; Rented, 107—decrease, 4 ; not reported, 51—decrease, 11.

6. *School Visits.*—By Local Superintendents, 10,905—increase, 122 ; by Clergymen, 8,290—increase, 845 ; by Municipal Councillors, 1,735—decrease, 95 ; by Magistrates, 2,172—decrease, 178 ; by Judges and Members of Parliament, 549—increase, 109 ; by other persons, 35,315—increase, 1,775. Total number of School visits, 78,221—increase, 2,777.

7. *Public School Examinations.*—Whole number of Public School Examinations, 7,565—decrease, 163 ; not two for each School. The law requires that there should be a *quarterly* examination in each School, of which the Teacher should give notice to the Trustees, Parents and Pupils, and to the School Visitors, (Clergymen, Magistrates, &c.,) resident in the School Section.

8. *School Recitations.*—The number of Schools in which public recitations of prose or poetry by the pupils are practised, was 1994—decrease, 53, which I very much regret, as it ought to be practised in every School, promoting, as it does, the habits of accurate learning by heart ; improvement in reading and speaking, and is an agreeable and often an amusing diversion.

9. *School Lectures.*—The law requires that every Local Superintendent should deliver during the year, at least one lecture on education, in each of the School Sections, under his oversight. The number of School Lectures delivered by Local Superintendents reported, was 2,799—218 less than those of the preceding year, and 1,623 less than the number of Schools open. I had the pleasure of remarking in my last Annual Report, that the School Lectures delivered by Local Superintendents, were 130—increase on the number delivered by them the preceding year. In this respect, I regret deeply that while there is an increase of 43 Schools open, and of 10,748 pupils during the year, there is an actual decrease of 218 School Lectures delivered by Local Superintendents ! The Statistical Table shews in what Counties this neglect of duty occurs. It is to be hoped that neglect of duty in this respect is not an index of neglect of duty in other respects. It seems singular, that, while the practice of lecturing on all subjects, is every year becoming more general, there would not be made some attractive lecture during the year in each School Section. The number of School Lectures delivered by other persons and therefore voluntary, was 368—increase, 28 ; in contra-distinction to a decrease of 218 in the number of lectures delivered by Local Superintendents. The whole number of School Lectures delivered during the year, was 3,167—decrease, 190.

10. *Time of Keeping the Schools Open.*—I repeat that the legal holidays and vacations include only about one month of the year—certainly too small a portion—less than what nearly every person in most pursuits of life takes for purposes of recreation, travelling and visiting. A longer vacation during hay and wheat harvest is often demanded, and would, I think, be a convenience to most parts of the country, and no detriment to the Schools, as the attendance at School during that period is generally small and irregular. The average time of keeping open the Schools, including the holidays and vacations, was *eleven months and three days*—very nearly the entire year—about twice the average time the Common Schools are kept open in the States of Pennsylvania and Ohio, and about three months more than the average time they are kept open in the States of New York and Massachusetts.

11. *School Prizes and Merit Cards.*—The number of schools in which prizes are reported as having been given for the reward and encouragement of meritorious pupils, was 1,647—increase, 106 schools—shewing, as in the preceding year, a gratifying increase in the number of schools in which this stimulus to good conduct and diligence is employed by the intelligence and enterprise of Trustees and teachers.

It requires intelligence and care, as well as impartiality on the part of the teacher, sustained by the Trustees, to give full and beneficial effect to this system of encouraging diligence and good conduct among pupils, and multiplying entertaining and instructive books among the most promising youth of the land. Some teachers, wanting in one or both of these qualities, are not favourable to the distinctions which rewards involve between the pupils, but wish to preserve the dead uniformity of indifference between the diligent and the idle, the regular and the irregular, the obedient and the disorderly. The common reason assigned is, that "the distribution of prizes excites feelings of dissatisfac-

tion, envy and hatred in the minds of the pupils who get no prizes." The answer is, that if the distribution of prizes is decided fairly according to merit, there can be no just ground of dissatisfaction; and facilities are provided to determine the merit of *punctuality*, of *good conduct*, of *diligence*, of *proficiency*, on the part of each pupil during each term of the year—a fourfold motive to exertion and emulation in every thing that constitutes a good pupil and a good school. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every day teaching and attention to everything essential to an efficient school; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the school. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath), shall be given, and the neglector shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers and the envious murmurings of negligent pupils and their misguided friends.

An explanation of this feature of our school system will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive catalogue of carefully-selected and beautiful prize books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these prize books for the encouragement of children in their schools. A series of merit-cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality*; another for *good conduct*; a third for *diligence*; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as *punctual*, as *diligent*, and maintain as *good conduct*; and to acquire distinction, and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations*, or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term or half year, or year, but on the daily conduct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is



avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize-book system, and especially in connection with that of *merit-cards*, has a most salutary influence upon the school discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V. TABLE E.—TEXT BOOKS, MAPS, APPARATUS, PRAYERS, READING OF THE SCRIPTURES IN SCHOOLS.

*General Remarks.*—Uniformity of text-books\* in the Public Schools of a country has long been insisted upon by the most experienced educationists on both sides of the Atlantic, as of the utmost importance to the efficiency of the schools and the progress of the pupils. The question may be considered as so entirely settled by common consent in this Province, that I need not again adduce the arguments and authorities of educationists in other countries, as I have done in previous Annual Reports, to evince the importance of but one series of text-books for our Public Schools, and to show the losses and evils arising from admitting a diversity of text-books in the schools. Having succeeded in this vital branch of our work beyond any country or state with which I am acquainted, it remained for us to render the text-books as perfect in matter and method, as good in quality and as moderate in price as possible.

A series of text-books for a whole country should not be adopted without much care and consideration; and they should not be changed without manifest necessity, and without giving ample notice to the publishers of such books, and to the Trustees and supporters of schools who have used them, that the change may be attended with the least possible loss and inconvenience to any party.

Such is the course which has been pursued by the Council of Public Instruction, under the sanction of the Government. After long and anxious deliberation, the series of text-books which had been prepared by the National Board of Education in Ireland were adopted for the Public Schools of Upper Canada, and provision was made for both their importation and republication in this country. To supply some deficiencies in this series, and to meet local exigencies, the use of certain other books was allowed in the schools. After the use of these excellent text-books for nearly twenty years, objections began to be made to them, that they were "behind the times," and a very strong and general desire was evinced that an improved and strictly Canadian series of text-books for the schools should be prepared. It was felt that the demand could be no longer resisted, without injury to our school system; and during the last year the Council of Public Instruction had prepared by able and experienced instructors of youth, a series of Readers founded upon the same principles as the National Readers heretofore used, but greatly improved and Canadianized, and printed in the best style, and of the best materials. Though the copyright of these Readers has been vested in the Chief Superintendent of Education, subject to the direction of the Council, so as to prevent the printing of any imperfect and inferior editions of the books, the printing and sale of the books are the work of private enterprise. The same course has been adopted in preparing a Companion to the Readers, including exercises in spelling, also to secure a greatly improved edition of Bullion's English Grammar, including an introduction to it for young pupils. A revised and improved edition of Lovell's Canadian and General Geography, with entirely new maps, has been prepared, also an Elementary Geography. These unrivalled Canadian Geographies are now the sole Geographies authorized to be used in the schools.

I have much pleasure in adding that a Vocal Music Book for the Schools has been compiled and prepared by Mr Sefton, Teacher of Vocal Music in the Normal and Model Schools, which has been carefully examined by the Reverend Dr. McCaul, a practised musical composer, as well as profound classical scholar, and has been sanctioned by the Council of Public Instruction. I believe it will be found the best ever introduced into Schools, and in the spirit and words of the songs, as well as music, peculiarly adapted to our country.

In this gradual and most careful manner, are the series of School Text-Books being rendered as perfect as possible, and reduced in number.

By referring to the table, it will be seen that the authorized text books are used in all but a few of the Schools, so that their use may be considered general, and will soon be almost without exception universal. And all the text books, including the Maps, Globes, &c., are of Canadian production, with the exception of one or two in History and Geometry.

While a complete series of text books are thus provided for the Schools, private enterprise and Canadian Manufacture are developed and encouraged in branches of industry, heretofore, almost unknown in Canada. For example, 25,930 Maps (increase on the preceding year, 782,) and 1177 Globes have been furnished to the Schools, as well as other Articles of School apparatus, as shown by the Table, nearly all of Canadian Manufacture. Besides, 3925 of the Schools have been provided with Sangster's Canadian National Arithmetic, and 3,598 of them have been provided with Lovell-Hodgins' Canadian Geography; and the National Readers used in 4316 of the Schools, (nearly all) are of Canadian Manufacture. I think that in the course of another year, or of two years at most, all our text books for both the Grammar and Common Schools will be printed, as well as edited in Canada, and wholly adapted to Canadian Schools.

*Schools opened and closed with Prayer, and in which the Bible is used :—*

The Schools whose daily exercises were opened and closed with prayer, were 2993—increase, 41. The number of Schools in which the Bible or Testament was used, was 2996—increase, 4. No child can be compelled to be present at any religious reading, instruction or exercise, against the wish of his parents or guardians expressed in writing. The Religious Reading, Instruction and Exercise, are like religion itself, a voluntary matter with Trustees and Teachers. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume the authority of *enforcing* or *compelling* compliance with these provisions or recommendations. In some of the Schools, the reading and prayers are according to the Roman Catholic Church; but those exercises are generally Protestant. The fact that religious exercises of some kind are practised in nearly three-fourths of the Public Schools, indicates the prevalent religious principles and feelings of the country.

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. *General Remarks.*—It is proper for me to repeat the facts that the Public Schools of this Province are non-denominational. Equal protection is secured to the Roman Catholics with every other religious persuasion. No child is permitted to be compelled to receive religious instruction, or attend any religious exercise, or reading, against the written wish of his parents or guardians.

Three hundred and forty-two Roman Catholics are employed in the public or non-denominational schools, besides two hundred and ten in the Roman Catholic Separate Schools; three-fourths, or upwards of forty-five thousand of the sixty odd thousand of the Roman Catholic children, attend the public schools. I know of no instances of proselytism, or, during the year, of a single complaint of interference with religious rights, in any of the public schools. Yet notwithstanding these facts, the Legislature has made provision for the establishment, under certain conditions, of both Roman Catholic and Protestant Separate Schools for those who desire them; although there are only one or two Protestant Separate Schools in the Province. In 1863, the Legislature of United Canada passed a Separate School Act, which was accepted by the authorities of the Roman Catholic Church as a final settlement of the question, as far as it related to Upper Canada; and that Act has been made by the British Parliamentary Act of Confederation, the basis of settling the relations of Protestants and Roman Catholics in Lower Canada, now the Province of Quebec.

2. The number of Roman Catholic Separate Schools is 161—increase during the last year, 4.

3. *Receipts.*—The amount apportioned and paid from the Legislative Grant to Separate Schools, according to average attendance, as compared with that at the Public Schools in



the same Municipality, was \$9,529—decrease, \$289. The amount apportioned and paid for the purchase of maps, prize-books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$463—increase, \$200. Amount of school-rates from the supporters of Separate Schools, was \$26,781—increase, \$1,672. Amount subscribed by supporters of Separate Schools, and from fees and other sources, was \$11,853—increase, \$2,005. Total amount received from all sources was \$48,628—increase, \$3,588. The preceding year, there was a decrease of \$1180.

4. *Expenditure*.—For the payment of teachers, \$34,830—increase, \$2,084. (There was a decrease under this head the preceding year of \$1,207.) For the purchase of maps, prize-books, apparatus and libraries, \$1,039—increase, \$252. For other purposes, \$12,757—increase, \$1,251.

5. *Pupils*.—The number of pupils reported as attending the Separate Schools was 18,924—increase, 349.

6. The average time of keeping open the Separate Schools, including legal vacations and holidays, was eleven months.

7. The whole number of teachers employed in the Separate Schools was 210—increase, 3. Of these, 82 were male teachers—increase, 12; and 128 were females—decrease, 9.

8. The same table shows the exercises and subjects taught in the Separate Schools, and the number of pupils in each.

## GRAMMAR SCHOOLS.

### VII. TABLE G.—RECEIPTS, EXPENDITURES, PUPILS.

1. *General Remarks*.—As 1866 was the first year of the operation of the Grammar School Improvement Act of 1865, I explained in my last Annual Report the provisions of that Act, and the modifications in the Grammar School System which that Act was intended to introduce, while it increased the Grammar School Fund one-third from local assessments, besides \$17,000 per annum, which I had got added to the Fund in 1863, and other additions to the Fund which I had been able to effect by investments in previous years. All these additions to the Grammar School Fund are required by law to be paid to Teachers of Grammar Schools, and to be expended for no other purpose whatever.

2. *Pupils*.—Number of pupils attending the Grammar Schools, 5,696—increase, 517. Number of pupils resident in the towns or villages where the Grammar Schools are established, 3,928—increase, 189. Number of pupils whose parents reside out of the town or village of the Grammar School, but within the county, 1,396—increase, 222. Number of pupils whose parents reside out of the County of the Grammar School, 372—increase, 106. Number of pupils admitted by the Inspector, 3,504—increase, 229. Number not yet examined by the Inspector, 1,198—decrease, 77. Number in subjects of the classical course, 5,095. Number reported in the non-classical or English course, under Section IV. of the Regulations, 145—decrease, 75; but a considerable number of the pupils thus reported are not up to the standard required by the regulation for non-classical pupils. Number of pupils admitted during 1867, 2,245—increase, 256. Number of pupils who were formerly Common School boys, admitted free by scholarships, 171—increase, 8. The table shows at whose expense these scholarships have been established, and what are the fees paid, and which of the Grammar Schools are free.

### VIII. TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

This table shows both the subjects taught and number of pupils in each. I refer to the table for minute details in regard to each school. *Total in English*, 5,639—increase, 502; in English Grammar, 5,467—increase, 451; in Spelling and Dictation, 4,896—increase, 541; in Reading, 4,992—increase, 516; in Composition, 4,091—increase, 535. *Total in Latin*, 5,171—increase, 727; in Harkness' Latin Book, 1,715; in Arnold's Latin Book, 2,331; in Latin Grammar, 3,666—increase, 75; in Latin Exercises, Prose Compo-

sition, 2,553—increase, 456; in Prosody, 480—increase, 31; in Cæsar, 748—increase, 99; in Virgil, 497—increase, 26; in Livy, 129—increase, 21; in Ovid, 91—increase, 29; in Cicero, 205—increase, 20; in Horace, 212—increase, 40; in Verse Composition, 121—decrease, 5; average attendance of boys for the whole year, 1,879—increase, 301½. *Total in Greek*, 802—increase, 65; in Harkness, 449—decrease, 7; in Greek Grammar, 579—decrease, 7; in written exercises, 434—increase, 41; in Lucian, 154—increase, 4; in Anabasis, 210—increase, 34; in the Iliad, 117—decrease, 1; in the Odyssey, 51—increase, 21. *Total in French*, 2,164—increase, 190; in French Grammar, 1,905—increase, 205; in Written Exercises and Composition, 1,748—increase, 352; in French dictation and conversation, 639—increase, 70; in Voltaire's Charles XII., 563—increase, 70; in Corneille's Horace, 130—increase, 36. *Total in Arithmetic*, 5,526—increase, 449; in *Algebra*, 2,841—increase, 338. *Total in Euclid*, 1,847—increase, 120; in first and several Books of Euclid, 1,144—increase, 131; in third and fourth Books of Euclid, 703—decrease, 11; *Plane Trigonometry*, 141—increase, 40; in *Logarithms*, 485—increase, 152; in *Mensuration and Surveying*, 463—increase, 40. *Total in Geography*, 5,264—increase, 425; in Ancient Geography, 1,265—increase, 152; in Modern Geography, 4,930—increase, 351; in Canadian Geography, 3,531—increase, 713. *Total in History*, 4,634—increase, 475; in Greek and Roman History and Antiquities, 1,345—increase, 253, in other Ancient Histories, 668—increase, 53; in British History, 3,820—increase, 414; in British American History, 1,767—increase, 373. *Total in Physical Science*, 1,876—decrease, 58; in the Elements of Natural History, 677—decrease, 24; in the Elements of Natural Philosophy and Geology, 1,545—increase, 12; in the Elements of Physiology and Chemistry, 840—increase, 227; in Christian Morals, 1,034—increase, 47. *Total in Writing*, 4,822—increase, 318; in *Drawing*, 676—decrease, 109; in *Vocal Music*, 387—decrease, 298; in *Telegraphy*, 37; in *Gymnastics*, 705—increase, 225; in *Military Drill*, 893—increase, 39; in *Elements of Civil Government*, 137—increase, 81. *In Book-keeping and Commercial Transactions*, 1285—increase, 59.

#### IX. TABLE I.—GRAMMAR SCHOOL MASTERS, MISCELLANEOUS INFORMATION.

This table contains the names, college degree or certificate, salary of Head Master, and date of his appointment; the number of teachers employed in each school, kind of school-house, title and value of school property; the number of schools in which the Bible is read, and the daily exercises of which are opened and closed with prayer; the number of schools united with Common Schools; number of months each school is kept open; number of schools furnished with maps, globes, blackboards, and complete sets of apparatus; estimated value of library-books, apparatus and furniture; number of schools in which gymnastics and military drill are practised; number of pupils who have obtained prizes at examinations during the year, or who have been matriculated into some University, and what University, and with what honours, or who have been admitted into the Law Society. I refer to the table for such information as any one may desire on all these subjects in regard to each Grammar School in the Province.

#### X. TABLE K.—METEOROLOGICAL OBSERVATIONS.

In my report for 1866, the system upon which the Meteorological stations have been established under the provisions of the Grammar School law was explained. During the year 1867 a very valuable addition has been made to the records of observations, already accumulated at the office. The ten stations authorized by the Council of Public Instruction, as provided by the Act, have been actively worked by the following observers: at Barrie, by the Rev. W. F. Checkley, B.A.; at Belleville, by A. Burdon, Esq.; at Cornwall, by W. Taylor Briggs, Esq., B.A.; at Goderich, by John Haldan, Jr., Esq.; at Hamilton, by A. Macallum, Esq., M.A.; at Pembroke, by A. McClatchie, Esq., B.A.; at Peterborough, by Ivan O'Beirne, Esq.; at Simcoe, by Rev. J. G. Mulholland, M.A.; at Stratford, by C. J. Macgregor, Esq., M.A.; at Windsor, by A. McSween, Esq., M.A. A transcript of the daily records of each station has been regularly sent once a month to the Education Office by the observer, and after undergoing a thorough examination in order that any anomalies may be rectified, the monthly results are published in the *Journal of Education*, every precaution being used to ensure the greatest accuracy, without which, of course, such a record would be valueless. The series thus published, is complete for each



station for every month in the year, with the exception of the January report for Cornwall; the observer not having commenced his duties till the 7th of January, which rendered it impossible to give that month's results from the station. The observers have performed their somewhat irksome duties with the greatest regularity, there being scarcely an instance of omission of one of the three daily observations at the hours of 7 a.m., and 1 and 9 p.m. The observers have frequently been able to enlist the services of some intelligent pupil to assist them in the work, while useful instruction has thus been imparted.

The monthly results having been already published in figures in tabular form in the *Journal of Education*, it has not been thought best to reprint them in the same form, as was done in Table K last year. A summary of the Annual Results is, however, subjoined, and in table K, instead of the monthly results, a record will be found of every observation of the Thermometer and Barometer during the year at five stations at suitable distances, viz.: Cornwall, Pembroke, Peterborough, Stratford and Windsor. These have not been selected, because the observations were more accurately taken than at the other stations, but, because the publication of the records of the entire ten in this form might have appeared too voluminous and expensive. In presenting these results, the method of synchronous curves has been adopted, exhibiting to the eye on the same sheet, the relative temperature and barometric pressure at each of the stations, at each hour of observation. The curves of *monthly mean* barometric pressure, temperature, tension of vapour, and humidity, are similarly shown. The maximum and minimum temperature of the day is shown in figures. A series of these records taken in connection with the monthly results published in the *Journal of Education*, will furnish very full data for the examination of the climatology of the Province, and be of the utmost value to those who are labouring in this branch of Natural Science in other parts of the world.

Our stations are still deficient in anemometers for ascertaining the velocity of the wind, and the observers are therefore obliged to estimate its force. With this exception, for which it is hoped a remedy will be found, our meteorological system is working admirably, and I doubt if anywhere so valuable a collection of facts is systematically made at so little public expense. It of course adds very considerably to the work of the office—this additional work being performed with great care and ability by Mr. A. Marling, Chief Clerk and Accountant in the Department.

TABLE of certain Results of Meteorological Observations

	BARRIE.	BELLEVILLE.	CORNWALL†	GODERICH.
<b>BAROMETER,</b> <i>Corrected to 32°, and approximately reduced to sea level.*</i>				
	Inches.			
Annual Mean Pressure { at 7 A.M.....	29.8569	29.9032	.....	29.9692
at 1 P.M.....	29.8343	29.8727	.....	29.9442
at 9 P.M.....	29.8461	29.8813	.....	29.9419
Mean.....	29.8458	29.8857	.....	29.9518
Highest pressure.....	30.393	30.579	.....	30.683
Date of highest pressure.....	9 p.m. Aug. 1.	7 a.m. Feb. 11.	.....	7 a.m. Jan. 11.
Highest monthly mean pressure.....	29.9493	29.9841	.....	30.0623
Month of highest mean pressure.....	September.	March.	.....	September.
Lowest monthly mean pressure.....	29.7372	29.7378	.....	29.8378
Month of lowest mean pressure.....	May.	May.	.....	May.
Lowest pressure.....	29.106	29.078	.....	28.792
Date of lowest pressure.....	1 p.m. Dec. 6.	9 p.m. Nov. 29.	.....	9 p.m. Dec. 27.
Annual range.....	1.287	1.501	.....	1.891
Greatest monthly range.....	1.265	1.347	.....	1.710
Month of greatest range.....	December.	December.	.....	December.
Greatest daily range (24 hours).....	0.842	.917	.....	1.250
Date of greatest range.....	February 15-16.	November 29-30.	.....	January 10-11.
<b>TEMPERATURE.</b>				
	°	°	°	°
Annual mean { at 7 A.M.....	39.27	39.65	.....	42.86
at 1 P.M.....	48.59	48.71	.....	47.36
at 9 P.M.....	41.26	43.11	.....	43.66
mean.....	43.04	43.82	.....	44.63
Mean maximum.....	53.65	52.73	.....	52.99
Mean minimum.....	30.53	34.39	.....	35.96
Mean range.....	23.12	18.34	.....	17.03
Greatest daily range.....	42.9	39.	.....	37.2
Day of greatest range.....	September 28.	December 20.	.....	February 7.
Least daily range.....	4.8	3.9	.....	0.7
Day of least range.....	May 15.	March 27.	.....	November 15.
Highest temperature.....	93.6	93.8	95.2	86.4
Day of highest temperature.....	September 17.	July 24.	August 9.	August 9.
Lowest temperature.....	—27.6	—16.9	.....	—11.6
Day of lowest temperature.....	December 13.	January 30.	.....	December 13.
Warmest month.....	August.	August.	August.	August.
Mean temperature of warmest month..	67.66	70.29	70.08*	67.
Coldest month.....	January.	January.	.....	January.
Mean temperature of coldest month...	15.61	14.09	.....	20.41
Warmest day.....	July 24.	July 24.	July 24.	July 24.
Mean temperature of warmest day...	79.17	80.23	78.53	78.10
Coldest day.....	December 12.	December 12.	.....	December 12.
Mean temperature of coldest day.....	—8.67	—9.50	.....	—1.43
<b>TENSION OF VAPOUR.</b>				
Annual means { at 7 A.M.....	.252	.267	.....	.271
at 1 P.M.....	.302	.306	.....	.294
at 9 P.M.....	.254	.293	.....	.271
mean.....	.269	.289	.....	.279
Highest monthly mean tension.....	.514	.556	.533	.536
Month of highest mean tension.....	August.	August.	August.	August.
Lowest monthly mean tension.....	.080	.086	.....	.094
Month of lowest mean tension.....	January.	January.	.....	January.
<b>HUMIDITY.</b>				
Annual means { at 7 A.M.....	84	87	.....	82
at 1 P.M.....	76	76	.....	75
at 9 P.M.....	81	86	.....	79
mean.....	80	83	.....	79

\* In the *Journal of Education* the barometric results are not reduced to sea level, but the estimated

† The Observer at Cornwall not having commenced till 7th January, but few of the Annual Results of

‡ The Wet Bulb Thermometer at Simcoe, being out of order in January and February, Tension and

## at Ten Grammar School Stations, for the year 1867.

HAMILTON.	PEMBROKE.	PETERBOROUGH.	SIMCOE.	STRATFORD.	WINDSOR.
29.95 29.92 29.94 29.94 30.633 7 a.m. Feb. 11. 30.0407 March. 29.7990 May. 29.154 1 p.m. Dec. 6. 1.479 1.472 February. .871 January 24-25.	29.864 29.831 29.832 29.8423 30.506 7 a.m. Feb. 11. 29.948 February. 29.723 May. 28.888 9 p.m. Dec. 6. 1.618 1.494 December. .984 November 29-30.	29.9014 29.8717 29.8862 29.8865 30.557 7 a.m. Feb. 11. 29.9868 September. 29.7430 May. 29.122 9 p.m. Nov. 29. 1.435 1.283 December. .940 November 29-30.	29.8806 29.8223 29.8350 29.8460 30.454 7 a.m. March 8. 30.0743 March. 29.5260 May. 28.907 9 p.m. May 22. 1.547 1.391 May. .768 February 22-23.	29.8984 29.8758 29.8845 29.8862 30.730 7 a.m. Dec. 30. 30.0138 September. 29.7650 May. 29.143 9 p.m. Feb. 2. 1.587 1.627 December. .928 January 24-25.	30.00 29.98 29.98 29.99 30.526 1 p.m. Dec. 30. 30.0842 March. 29.8613 May. 29.045 7 a.m. May 22. 1.481 1.315 February. .866 January 24-25.
41.77 52.47 44.37 46.20 57.82 32.22 25.60 48.3 August 5. 7.1 March 27. 99.8 July 24. -9.9 Jan. 18 and Dec. 12. August. 71.10 January. 19.90 July 3. 82.8 December 13. 4.8	35.65 44.67 39.18 39.83 50.27 25.81 24.46 52.2 March 4. 6.8 June 26. 91.9 July 25. -31.0 January 30. August. 70.40 December. 6.13 July 23. 82.70 December 30. -14.20	37.93 48.70 40.35 42.33 52.54 30.18 22.36 45.5 October 1. 6.2 January 5. 91.7 August 8. -24.6 January 30. August. 68.83 January. 12.61 July 24. 81.4 December 11. -10.5	41.87 52.45 42.95 45.76 57.52 33.89 23.43 42.8 August 21. 4.9 March 22. 90.5 August 8. -13.5 January 30. August. 69.96 January. 19.56 August 27. 79.93 December 12. -0.23	39.17 47.65 41.73 42.85 51.36 33.42 17.94 39.0 August 26. 3.0 February 21. 87.6 July 23. -10.4 December 13. June. 65.87 January. 16.72 July 24. 76.13 December 12. -3.97	43.88 54.41 44.90 47.73 57.45 36.90 20.55 41.9 March 2. 3.8 April 10. 93.2 August 17. -20.5 January 30. July. 71.38 January. 18.57 July 24. 81.16 January 19. 2.50
.265 .305 .279 .283 .543 July. .098 January.	.269 .355 .309 .311 .702 August. .070 January.	.243 .255 .248 .249 .478 August. .077 January.	† ..... ..... ..... .655 July ..... .....	.257 .285 .271 .271 .503 August. .087 January.	.296 .313 .304 .304 .599 August. .087 January.
82 67 79 76	91 89 92 91	82 63 79 75	† ..... ..... .....	87 71 84 81	82 61 84 76

elevation of the respective stations is there stated.  
Observations at his Station can be given.  
Humidity for the year cannot be reported.



TABLE of certain Results of Meteorological Observations at

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
<b>HUMIDITY—Continued.</b>				
Highest monthly mean humidity.....	86	93		83
Month of highest mean humidity.....	May.	Jan'y and Feb'y		January.
Lowest monthly mean humidity.....	72	72	75	73
Month of lowest mean humidity.....	July.	July.	June, July, Aug.	April.
<b>VELOCITY OF WIND. *</b>				
Annual means { at 7 A.M.....	.89	1.15		.8
{ at 1 P.M.....	1.4	1.34		.8
{ at 9 P.M.....	0.7	1.05		.8
{ mean.....	1.0	1.18		.8
Highest monthly mean velocity.....	1.3	1.43		1.9
Month of highest mean velocity.....	March and May.	November.		November.
Lowest monthly mean velocity.....	.7	1.0		?
Month of Lowest mean velocity.....	August.	Jan. and Aug.		?
<b>AMOUNT OF CLOUDINESS. †</b>				
Annual means { at 7 A.M.....	6.5	4.99		6.25
{ at 1 P.M.....	6.6	5.00		5.67
{ at 9 P.M.....	5.5	4.71		5.25
{ mean.....	6.2	4.90		5.72
Highest monthly mean cloudiness.....	8.	6.80		8.
Month of highest mean cloudiness.....	Jan., Nov., Dec.	May		Jan., Feb., Dec.
Lowest mean cloudiness.....	4.	2.54		3.
Month of lowest mean cloudiness.....	July, August.	September.		July.
<b>RAIN.</b>				
Number of rainy days.....	55	98.		64.
Duration in hours and minutes.....		417.15		201.50
Depth in inches.....	18.2421	22.889		19.8063
<b>SNOW.</b>				
Number of snowy days.....	49	43.		32.
Duration in hours and minutes.....		170.23		
Depth in inches.....	127.625	80.2		86.
Total depth of rain and melted snow..	31.0046	30.909		28.406
Month of greatest precipitation.....	January.	May.		January.
Depth.....	4.6	5.285		5.2
Month of least precipitation.....	February.	June.		
Depth.....	.8	0.510		
<b>AURORAS.</b>				
Number of nights. { Class I.....		3		1
{ Class II.....		2		1
{ Class III.....	5			
{ Class IV.....	9	5		7
{ Sky unfavourable, observation doubtful.....	4			1
{ Sky unfavourable, observation impossible.....	140	157		189
{ Sky favourable, none seen.....	161	146		116

## NOTES.

\* Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. This mode  
† 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.



Ten Grammar School Stations, for the year 1867.—*Continued.*

HAMILTON.	PEMBROKE.	PETERBOROUGH.	SIMCOE.	STRATFORD.	WINDSOR.
85 January. 70 November.	95 February. 80 June.	85 January. 65 July.	..... ..... .....	89 January. 75 April.	81 February. 72 November.
1.2 1.5 1.1 1.27 1.6 December. ? ?	1.1 1.3 1.0 1.1 1.5 July. .8 June and October	1.11 2.11 1.01 1.41 1.74 May and Dec. .84 October.	1.045 1.576 0.963 1.195 1.6 May. .82 October.	2.1 2.8 1.5 2.13 2.7 February. 1.5 August.	1.5 2.2 1.7 1.8 2.5 December. 1.2 July.
6.05 6.56 5.40 6.00 7.80 Feb., Dec. 3.10 September.	6.0 5.9 5.1 5.67 7.9 May. 3.9 September.	6.17 6.39 5.02 5.86 7.70 May. 3.39 September.	5.68 5.86 4.48 5.34 8.08 December. 2.42 September.	6.1 6.4 5.3 5.93 8.3 December. 3.1 September.	5.9 6.2 4.8 5.6 7.7 December. 3.5 September.
92. 336.30 21.8033	86. 262. 19.4359	103. 665.39 20.654	71. ..... 45.3589	87 467.55 25.2335	72 225.15 20.726
65. 365.35 94.82 31.2853 December. 4.7414 August. .8911	55. 266.15 80.25 27.4609 April. 4.7910 December. 1.0260	58. 399.16 89.65 29.619 December. 3.549 June. 1.108	41. ..... 52. 50.5589 December. 6.9422 July. 1.0046	56 468.55 118.9 37.1235 January. 4.6028 October. 2.0943	32 118.30 30.88 25.524 May. 4.410 September. 1.130
1 1 ..... 10 163 138	6 9 18 29 146 105	1 3 17 26 133 133	2 2 25 ..... 127 163	2 5 8 ..... 159 191	1 2 1 9 ..... 127 175

observation does not, of course, secure an accurate record.

## XI. TABLE L.—NORMAL AND MODEL SCHOOLS.

The Normal and Model Schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically, how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those, who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board. The majority of candidates are those who have been teachers and who possess County Board Certificates of qualification—many of them first-class certificates. The table shows that of 5,134 candidates admitted to the Normal School in twenty years, 2,596 of them had been teachers.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is that while no one thinks of being a printer, or painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which develops mind and forms character—without any preparation for it. The demand for teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency.

The Model Schools (one for boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the city are free) are appendages to the Normal School, and are each under the immediate charge of three teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a *Model School* for teaching Common School subjects is organized and managed; how the pupils are classified, and how the several subjects are taught; and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also make notes and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, &c. The Head Master of the Normal School includes in his instructions a series of lectures on school government, teaching, &c.; and the Deputy Superintendent of Education delivers a short course of lectures to the Normal School students on the School Law, and their duties and mode of proceeding respecting it.

Table L contains three abstracts, the first of which gives the gross number of applications, attendance of pupils, certificates, and other particulars respecting them, during the twenty years existence of the Normal School; the second abstract gives the Count of whence the students have come; and the third gives the religious persuasions of the students.

## XII. TABLE M.—OTHER EDUCATIONAL INSTITUTIONS.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in the country. Table M. contains an abstract of the information collected respecting these institutions. As the information is obtained



and given voluntarily, it cannot be considered perfect, but only an approximation to accuracy, and of course below the real facts. According to the information obtained, there are sixteen Colleges (many of them University Colleges), containing 1,930 students, aided by the Legislature to the amount of \$159,000, and receiving fees to the amount of \$53,000. There are 298 Private Academies and Schools, containing 6,462 pupils, and receiving fees to the amount of \$78,482. Total number of Colleges, Private Academies and Schools, 314—increase, 14. Total number of students and pupils in them, 8,393—increase, 281.

### XIII. TABLE N.—FREE PUBLIC LIBRARIES AND PRIZE BOOKS.

1. These libraries are managed by the local Municipal Councils and School Trustees, under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Educational Department from publishers both in Europe and America, at as low prices as possible; and a carefully prepared classified catalogue of about four thousand works (which, after examination, have been approved by the Council of Public Instruction) is printed and sent to the Trustees of each school section, and the Council of each municipality. From this select and comprehensive catalogue the Local Municipal and School authorities, desirous of establishing or increasing a library, select such books as they think proper, or request the Department to select for them, and receive from the Department not only the books at cost prices, but an apportionment in books of one hundred per cent. upon the amount which they provide for the purchase of such books. None of these books are disposed of to any private parties, except Teachers and Local Superintendents for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly, new and useful works which are constantly issuing from the press.

2. In my last Annual Report, I inserted a "Free Public School Library Map of Ontario," showing by red colouring and red dots the Municipalities and School Sections, in which libraries had been established, and supplied from the Ontario Educational Depository. The extension of this branch of the system is very gradual, and I do not think it best to urge the establishment of libraries, but let them in each case be the spontaneous expression of the felt wants of the people, and the books will be more highly valued and more extensively used. The amount expended for free libraries during the year 1867—the one half appropriated from the Legislative Grant, the other half provided from local sources—was \$3,404. The amount thus provided and expended for libraries in former years, was \$119,649. The whole amount expended for libraries, was \$123,053—increase during the year, 1867, \$3,404.

3. The number of volumes for *libraries* sent out during the year, was 5,426. The number sent out in former years, was 219,221. The whole number of volumes in the Free Public Libraries, is 224,647. These volumes are on the following subjects; History, 39,074; Zoology and Physiology, 14,631; Botany, 2,693; Phenomena, 5,858; Physical Science, 4,566; Geology, 1,963; Natural Philosophy and Manufactures, 12,603; Chemistry, 1,482; Agricultural Chemistry, 775; Practical Agriculture, 9,139; Literature, 21,852; Voyages, 18,311; Biography, 25,749; Tales and Sketches Practical Life, 63,163; Teachers' Library, 2,788. Total, 224,647, not including prize books, or 8,722 volumes sent out to Mechanics' Institutes.

4. *Prize Books*.—In this recent and important branch of instruction, designed to encourage emulation, reward meritorious pupils, and diffuse useful knowledge, 64,103 Prize Books were sent out during the year 1867, making a total of 333,422 Prize Books sent out to schools; Total number of Library and Prize Books sent out, 558,069. Every one of 333,422 Prize Books sent out, has been a direct reward and encouragement to pupils for good conduct and proficiency, as well as the best means of creating a taste for reading and diffusing useful knowledge. The contribution of upwards of half a million of selected volumes of reading, in connection with the operations of the schools cannot fail to advance the intelligence of the Country.

### XIV. TABLE O.—MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED BY THE DEPARTMENT.

The amount expended in supplying maps, apparatus and prize books for the schools—one half provided from local sources—was \$28,270—increase, \$1156. Catalogues are

gratuitously furnished to the Municipal and School authorities ; but in every case the articles are furnished on the voluntary application of the local authorities, who provide and transmit one-half of the amount required for the purchase of the maps, globes, apparatus and prize books. The following maps, &c., were sent out to the schools during the year :—maps of the World, 172—increase, 25 ; of Europe, 250—increase, 43 ; of Asia, 197—increase, 15 ; of Africa, 198—increase, 27 ; of America, 199—increase, 13 ; of British North America and Canada, 240—increase, 11 ; of Great Britain and Ireland, 198—decrease, 19 ; of Single Hemispheres, 146—increase, 13 ; of Classical and Scriptural, 203—decrease, 11 ; other Charts and Maps, 199—decrease, 188 ; Globes, 119—increase, 10 ; Sets of Apparatus, 63—decrease, 5 ; other School Apparatus, 332—decrease, 164 ; Historical and other Lesson Sheets, 7022—decrease, 897 ; number of volume of prize books, 64,103—increase, 5,232.

I here repeat the explanations which I have heretofore given of this branch of the Department.

“The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The globes and maps manufactured (even in the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical forms, &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to municipal and school authorities all over the country. It is also worthy of remark, that this important branch of the Educational Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the Public, and without adding to public expense.”

The following is a summary tabular statement of what has been done in this branch of the Department during the thirteen years of its operation, to provide for the wants and promote the efficiency of the schools :—



D A T E S.	MONEYS.			MAPS OF									APPARATUS.			OBJECT LESSONS.	PRIZES.	
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of Apparatus.	Other School App. (pieces).	Historical and other lessons (in sheets).	Number of Volumes.
Total for 1855.....	2327 76½	2327 76½	\$ cts. 4655 53	135	142	108	94	106	116	95	.....	41	467	48	.....	546	7690	.....
1856.....	4660 43½	4660 43½	9320 87	136	266	201	185	222	277	196	267	78	192	103	.....	1540	13300	.....
1857.....	9059 14	9059 14	18118 28	245	437	353	316	376	421	515	405	330	886	261	.....	2724	25831	2557
1858.....	5905 14	5905 14	11810 28	131	227	203	177	201	234	260	159	143	466	139	.....	2024	12350	8045
1859.....	5952 51	5952 51	11905 02	204	261	224	189	252	223	263	132	173	284	135	.....	1164	9418	12089
1860.....	8416 08½	8416 08½	16832 17	218	324	260	259	280	296	401	219	167	339	188	.....	1946	12746	20194
1861.....	8125 57	8125 57	16251 14	156	283	228	214	244	201	357	159	192	349	169	.....	1339	9268	26931
1862.....	8096 89	8096 89	16193 78	154	215	195	174	190	184	245	138	163	317	135	.....	200	8555	29760
1863.....	7945 03	7945 03	15890 06	109	172	124	117	140	177	138	109	133	206	106	36	166	4974	32890
1864.....	8630 14	8630 14	17260 28	157	224	187	181	193	234	183	134	239	366	103	46	323	10206	33381
1865.....	10111 40	10111 40	20222 80	105	164	140	131	149	183	145	107	163	271	65	43	179	9019	44601
1866.....	13556 76	13556 76	27113 52	147	207	182	171	186	229	217	133	214	387	109	68	496	8019	58871
1867.....	14135 10	14135 10	28270 20	172	250	197	198	199	240	198	146	203	199	119	63	332	7122	64103
Grand Total for thirteen years.....	106921 96½	106921 96½	213843 93	2069	3172	2602	2406	2738	2985	3213	2108	2239	4729	1680	256	12979	138498	333422

\* Exclusive of Library Books, and of articles sold without the Legislative Apportionment.

# XV. TABLE P.—THE SUPERANNUATED OR WORN-OUT TEACHERS OF COMMON SCHOOLS.

1. This table shows the age and service of each pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Common School teachers, is as follows:—In 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Common School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854 (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year, in order to be entitled to share in the fund when worn out. When the fund is not sufficient (as it never has been since the first year of its administration) to pay each pensioner the full amount permitted by law, it is then divided among the claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the table that 238 teachers have been admitted to receive aid, of whom 91 have died, were not heard from, and resumed teaching, or withdrew from the fund before and during 1867, the amount of their subscriptions having been returned to them.

3. The average age of each pensioner in 1867 was  $69\frac{1}{2}$  years; the average length of time of service in Ontario was  $21\frac{3}{4}$  years. No time is allowed applicants except that which has been spent in teaching a Common School in Ontario; though their having taught school many years in England, Ireland, Scotland, or other British Provinces, has induced the Council, in some instances, to admit applicants to the list of *worn-out* Common School teachers after teaching only a few years in this Province—which would not have been done had the candidate taught, altogether, only a few years of his life.

4. My reports in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the county of each pensioner's residence. That part of the table has been omitted in my last and present report to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

# XVI. TABLE Q.—DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT, TOGETHER WITH THE SUMS PROVIDED FROM LOCAL SOURCES AS AN EQUIVALENT, AND, OTHER MONEYS PROVIDED BY MUNICIPALITIES AND SCHOOL TRUSTEES.

The object of this table is twofold—first, to present a complete view of all the moneys which have been received and expended, and from what sources derived, in connection with the Normal, Model, Grammar and Common Schools of Ontario: and, secondly, to show that these moneys have not been expended in any favoured localities, but have been impartially distributed in all counties, cities, towns and villages throughout the Province according to population and local co-operation. The people provided and expended in 1867, for Grammar and Common School purposes, irrespective of colleges, academies, and private schools, \$1,833,011—increase, \$73,368.

# XVII. TABLE R.—EDUCATIONAL SUMMARY FOR 1867.

This table exhibits in a single page the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1867 was 4,855—increase, 55. The whole number of students and pupils attending them, 416,812—increase, 11,545. The whole amount expended for educational purposes during the year was \$1,920,023. Unexpended balances, \$207,545. Total amount available for educational purposes during 1867 was \$2,127,568—increase, \$77,443.



XVIII. TABLE S.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF  
EDUCATION IN ONTARIO, FROM 1842 TO 1867 INCLUSIVE.

It is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums provided and expended in their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be constantly kept before the public mind to prevent erroneous and injurious impressions, and to animate to efforts for further and higher advancement.

There is no question that great improvements have been made in all our institutions of education, in regard to both the subjects and methods of teaching, as well as in accommodations and facilities of instruction. Equal, if not greater, progress has been made in the number of our Educational Institutions, in the attendance upon them, in the provision for their support. By reference to the brief but important Table S, the reader can ascertain the progress of education in any year or series of years since 1841, as far as returns could be obtained. Take, as illustrations, a few items for the last fifteen years. In 1853, the school population between the ages of 5 and 16 years was 268,957; in 1867, it was 447,726. In 1853, the number of Common Schools was 3,093; in 1867, their number was 4,261. In 1853, the number of pupils attending the Common Schools was 194,736; in 1867, their number was 382,719. In 1853, the amount provided for Common School purposes was \$617,836; the amount provided for these purposes in 1867 was \$1,473,188. In 1853, the number of *Free* Schools was 1,052; in 1867, their number was 3,838. The table furnishes materials for various other comparisons equally striking; and if twenty, instead of fifteen years, be taken as the period of comparison, the results will appear still more remarkable and encouraging to every friend of Canadian progress.

XIX.—THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums in Europe, including the busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that “the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is, at the same time, strongly expressed that as “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the

liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational grants, for the purpose of improving school architecture and appliances, and to promote art, science and literature by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

During the year, I felt that the arrangements for obtaining supplies of prize and library books should be revised and extended, and that further additions should be made to the Educational Museum. This could only be done by personal selections and communications with the parties concerned. For these purposes, I requested Mr. Hodgins, Deputy Superintendent, (who has had for years almost the entire charge of these branches of the Department) to proceed to England and to the Exhibition at Paris. A list of the interesting and instructive selections which he has made, will be found in the Appendix, but the report of his proceedings, I append as follows—illustrating as it does his vigilance and efficiency in whatever he undertakes, as well as the value of his labours on this occasion :—

REPORT TO THE CHIEF SUPERINTENDENT OF EDUCATION FOR ONTARIO ON THE ARRANGEMENTS MADE IN ENGLAND FOR THE SUPPLY OF BOOKS, AND SCHOOL REQUISITES; ALSO IN REFERENCE TO OBJECTS OF ART, &C., FOR THE EDUCATIONAL MUSEUM. BY THE DEPUTY SUPERINTENDENT.

REVEREND SIR,—A number of years having elapsed since arrangements were personally made with publishers in England, for a supply of our public schools with books, maps, charts and apparatus, it was deemed advisable to revise these arrangements in England (as we had frequently done in the United States) and to largely extend our facilities of supply from that quarter. This was the more necessary since the prices of American books had so greatly increased during the last four years. Agreeably, therefore, to your instructions, I left for England on the 1st of July. In addition to the particular object which I have mentioned, you also requested me to procure in Paris such objects of interest, (adapted to our Educational Museum) as you had seen at the Great Exhibition there, but which could not be removed until after the close of the Exhibition itself. You further authorized me to procure in London and elsewhere such additional objects as I might deem desirable for the Educational Museum and for our projected School of Art. I now proceed to report to you how far I was enabled to carry out your instructions.

I.—BOOKS AND SCHOOL REQUISITES.

Soon after my arrival in England, I prepared a circular to all the publishers, who had hitherto supplied us with books, &c., and to various others, who had recently gone into business in London, Edinburgh, &c. In this circular I explained the object of my visit, wished the publishers to state their lowest terms, and intimated my intention of calling upon them personally, to confer upon the subject of revised terms, the extent of our orders, &c. In reply to this circular I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. As it took some little time to send out and receive replies to this circular, I devoted the intermediate time to enquiries in London and Paris for objects suitable for our Educational Museum, to which I shall hereafter refer.

With several of the publishers I had some little difficulty, when I first called, to



induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations they were at length induced, with two or three exceptions, to agree to an additional discount for cash of  $2\frac{1}{2}$ , 5,  $7\frac{1}{2}$  or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz.:—7 as  $6\frac{1}{2}$ , 13 as 12, or 25 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the schools with a very greatly increased variety of books at the old rates, viz.:—on an average currency for sterling pieces (*i. e.* 20 cts. for the shilling sterling).

There were two principal classes of publishers with which I had to do (with many shades between them). The one class generally regarded their books as so much merchandise, out of which they were determined to make as much profit as possible, without much reference to the price or quality of their publications. The other class were book publishers, *con amore*, who were generally particular as to the character of the books issued by them, and in proportion to the excellence of their publications, they were anxious for their general diffusion, especially among Schools. With this latter class I had in most cases, on giving explanations, little or no difficulty in coming to terms, but with the former, the objects I had in view possessed little interest to them, and being chiefly wealthy firms, having a large sale for their publications in Britain, they were not inclined to give the export trade to Canada any very special encouragement or advantage.

Apart from these personal characteristics of individual publishers, the publishing trade of Britain seems to have divided itself into two great branches, 1st, the publishers of miscellaneous books of all kinds—the copyright of which has either expired, or has never existed in England; and 2nd, those who chiefly confine themselves to the publication of copyright books. There are several intermediate degrees between these two main divisions; but they can be generally classified under either head. With the former class, who had little or no copyright to pay, I was enabled, with one or two exceptions to make highly advantageous terms; with the latter, who had copyright to pay on nearly every one of their books, I did not of course expect to do as well. There were, however, some gratifying exceptions; while the freshness, originality and excellence of their publications quite made up for the difference in the cost of their books.

Without giving in this report the specific terms, which I was enabled, on behalf of the Department, to make with the various publishers, (most of them being special and confidential), I think it but justice to those who acted liberally to our Public Schools to classify them as follows:—

#### FIRST-CLASS.—THOSE GIVING THE BEST TERMS.\*

- |   |   |
|---|---|
| 1. Messrs. Wm. Blackwood & Sons—Chiefly Copyright Publishers. |   |
| 2. Religious Tract Society.                                   |   |
| 3. Christian Knowledge Society.                               |   |
| 4. The Book Society.  | } Chiefly Copyright, but to some extent supported by voluntary contributions. |
| 5. Mr. William P. Nimmo.                                      |   |
| 6. Messrs. Geo. Routledge & Sons.                             |   |
| 7. “ Frederick Warne & Co.                                    |   |
| 8. “ Cassell, Petter & Galpin.                                |   |
| 9. “ Alex. Hislop & Co.                                       |   |
| 10. “ Charles Griffin & Co.                                   |   |
| 11. “ William Oliphant & Co.                                  | } Chiefly Miscellaneous Publishers.   |
| 12. “ W. & A. K. Johnston.                                    |   |
| 13. “ Wm. Smith & Sons.                                       |   |
| 14. “ George Philip & Sons.                                   | } Map Publishers.   |

\* This list, of course, comprises only the names of the English Publishers from whom the Department obtains a supply of Prize and Library Books, &c. The American list it is not necessary to give in this report.

## SECOND-CLASS.—THOSE GIVING MORE OR LESS LIBERAL TRADE TERMS.

- |     |   |  |
|-----|---|--|
| 15. | Messrs. Sampson Low, Son & Co.  | Miscellaneous and Copyright Publishers.  |
| 16. | " Johnston, Hunter & Co.  | } Chiefly Miscellaneous Publishers.  |
| 17. | " J. Hogg & Sons.   |  |
| 18. | " Gall & Inglis.  |  |
| 19. | " Thos. Nelson & Sons.  |  |
| 20. | " W. & R. Chambers.   | } Miscellaneous and Copyright Publishers;<br>Chiefly Miscellaneous Publishers. |
| 21. | " Seeley, Jackson & Halliday,   |  |
| 22. | " Bell & Daldy.   |  |
| 23. | " Griffith & Farran.  |  |
| 24. | " Groombridge & Sons.   |  |
| 25. | " Houlston & Wright.  |  |
| 26. | " Jackson, Walford & Hodder.  | } Miscellaneous and Copyright Publishers.                                      |
| 27. | " Morgan & Chase.   |  |
| 28. | Mr. F. W. Partridge.  |  |
| 29. | Messrs. A. Strachan & Co.   |  |
| 30. | " John Snow & Co.   |  |
| 31. | " William Tegg & Co.  | } Chiefly Miscellaneous Publishers.  |
| 32. | " Ward & Lock.  |  |
| 33. | Wesleyan Conference Office.   | } Miscellaneous and Copyright Publishers.                                      |
| 34. | Messrs. Jarrold & Sons.   |  |
| 35. | " Jas. Blackwood & Co.  | } Chiefly Miscellaneous Publishers.  |
| 36. | " Milner & Sowerby.   |  |
| 37. | " Lockwood & Co.  | } Miscellaneous and Copyright Publishers.                                      |
| 38. | " A. & C. Black.  |  |
| 39. | " Burns, Oates & Lambert.—Roman Catholic Publishers—with whom I made arrangements for the English supply of Roman Catholic Separate School Prize and Library Books. |  |

## THIRD CLASS.—CHIEFLY GIVING TRADE TERMS.

- |     |                         |                                 |
|-----|-------------------------|---------------------------------|
| 40. | Mr. W. W. Gardner.      | } Chiefly Copyright Publishers. |
| 41. | " William Mackintosh.   |                                 |
| 42. | Messrs. Oliver & Boyd.  |                                 |
| 43. | Mr. J. Walton.          |                                 |
| 44. | Messrs. Macmillan & Co. |                                 |
| 45. | " Marshall & Laurie.    |                                 |
| 46. | Mr. J. Murray.          |                                 |
| 47. | Messrs. Longman & Co.   |                                 |

I was further enabled to conclude most satisfactory arrangements, chiefly through the intervention of our attentive and obliging London Agent and Shipper—(Mr. A. F. Potter, formerly of Toronto,) with the makers of philosophical and chemical apparatus, &c., as well as with the manufacturers of twine, writing and wrapping papers, envelopes, &c., of which we use large quantities in the year.

## II.—OBJECTS OF ART, &amp;c., FOR THE MUSEUM.

In order to obtain the various objects desired for our Educational Museum, I confined myself chiefly to three sources of supply, (1) the British Museum, (2) the South Kensington Museum of Science and Art, and (3) the French Exhibition at Paris. Several minor collections were also examined, and many useful and interesting objects procured from them, or from private parties.

As already intimated, I devoted several days to a careful examination of the various objects of art, models and apparatus in the Paris Exhibition. Those which I deemed



most suited to our purpose, and which I procured, may be grouped under the following heads.\* A detail of them will be found in the appendix.

I. Models of School Furniture and School Requisites.

II. Scientific Models, Photographs, &c.

III. Specimens of Natural History.

Of these articles I procured all that were for sale, and left orders for several others, not then available. Many of the most interesting and striking of the objects selected could not, I regret to say, be procured on any terms—they being either single models made for the Exhibition or for private parties. I was thus unable to procure one-fourth of the articles which I had selected, which accounts for the meagreness of the list of articles procured from Paris.

In the British Museum and in the South Kensington Museum of Science and Art, I found many things of great interest and value for our collection. I had, however, to content myself with making a small, but I trust as interesting and varied a selection as the means at my disposal would allow. As some of these articles are of special interest, I will briefly refer to them as follows:—

### 1.—ASSYRIAN AND EGYPTIAN SCULPTURES.

Of the exceedingly valuable collection of sculptures with which Mr. Layard's explorations at Nineveh have enriched the British Museum, I was enabled to make choice of several of the most interesting casts authorized by the Museum. This selection includes, I. A colossal, human headed, winged bull; II. A four winged figure with mace; III. Slabs representing (1) Sardanapalus I., with winged human figure and offerings, (2) the eagle headed deity (Nisroch) with mystic offerings, beside the sacred tree, (3) an attendant (eunuch) with bow and arrows, &c., (4) Sardanapalus and army besieging a city, (5) a royal lion hunt, (6) Sardanapalus II., at an altar pouring a libation over dead lions, (7) Sardanapalus III. and his Queen feasting after the lion-hunt, (8) a very striking slab representing a wounded lioness, (9-11) horses, lions, and male and female figures; IV. Black obelisk from the great mound set up by Shalmaneser (King of Assyria) about 850 years B.C. I also procured, V. Two most interesting stones (recently added to the British Museum collection) containing records in cuniform character, &c., of the sale of land, about 1120 B.C.; VI. Large statue of Memnon; VII. Lid of large sarcophagus; VIII. Side of an obelisk from Temple of Thoth (from Cairo), IX. Rosetta stone, with inscription in honour of Ptolemy.

### 2.—CASTS OF GEMS, MEDALS, &c.

From a private dealer I procured, (1) a beautiful set of (470) casts of the celebrated Poniatowski gems. (A similar collection I afterwards saw in the Ashmolean Museum, at Oxford). (2) a set (of 170) medals, illustrative of Roman History, the Emperors, &c.; (3) a collection of medals of the Popes; (4) a set of the great seals of England; (5) 38 medals of the Kings of England; (6) 80 of the Kings, &c., of France; (7) 24 of Russian Emperors, &c.; (8) 250 modern celebrated men; (9) besides numerous casts of medallions, Tazza, pieces of armour, &c., &c.; (10) a beautiful collection of casts of leaves, fruit, &c.; (11) about 60 busts, life size, of noted modern characters, &c.

### 3.—IVORY CARVINGS, CHROMO-LITHOGRAPHS, PHOTOGRAPHS.

From the collection of the Arundel Society, published in connexion with the South Kensington Museum, I procured, (1) a full set of 150 specimens ivory carvings, of various periods from the second to the sixteenth century, in fictile ivory; (2) 60 chromo-lithographs, beautifully coloured, illustrating Italian art; (3) 573 photographs of National portraits, illustrative of English history, including the Tudor period; (4) 400 miscellaneous photographs of objects of art, scenes, &c.; (5) 170 engravings of modern sculpture.

\* See Appendix for List.

#### 4.—ELECTROTYPES OF ART TREASURES.

Of the rich and beautiful collection of Elkington and Franchi's electrotypes of art treasures in the South Kensington collection, I was only enabled to make a small selection, owing to the expense of the copies for sale. The list of articles selected will be found in the Appendix.

#### 5.—FOOD ANALYSIS.

Upon application and explanation of my object, I was enabled to procure from the authorities of the South Kensington Museum, a full set of the printed labels of the numerous samples of Food Analysis exhibited in the Museum. I also procured specimens of the Analysis boxes with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the farmer and food consumer.

#### 6.—INDIA RUBBER MANUFACTURES.

Through the kindness of Messrs. Mackintosh & Co., the eminent India Rubber Manufacturers of Manchester, I was enabled to select several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

#### 7.—NAVAL MODELS.

Having made arrangements while in London, I have since procured some beautiful models of ships and boats, including a line-of-battle ship and steam vessels.

#### 8.—MISCELLANEOUS.

I also selected quite a number of Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, &c.

I had wished to obtain some striking photographs of objects and places in India, from the India Office, in London, and models from the National Life-Boat Association, but the state of the funds at my disposal did not admit of their purchase.

To the officers of the British and South Kensington Museums, I was indebted for many kind attentions and valuable suggestions.

Among the many impressions which I received during my last visit to England, none struck me more forcibly than this,—that in the gratification and cultivation of the popular taste, England has made wonderful advances. One cannot but see that the memorable exhibition of 1851, has been the great forerunner and germ of all the progress which has of late years been made in this direction in the various cities and large towns of the United Kingdom. The British Museum, with its varied collections of everything of historical and practical interest, is still at the head of all the popular Museums of Britain, but in the directly Educational and Aesthetic character of its vast collections, even it is now quite eclipsed by its more popular rival at South Kensington—the result as well as representative of the great exhibitions promoted by the late lamented Prince Consort, in 1851 and 1861.

The South Kensington Museum, as you are aware, is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of objects of art, and of industrial and practical value, as well as of articles of *vertu* of great historical interest. It is itself the parent institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collection of objects of art which it sends to the local exhibition of these Schools of Art is most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the educational authorities in England at present, as it has been for years to some extent on the Continent of Europe. I felt glad when I looked over these large and attractive popular Museums that we had thus far been enabled by your foresight, and the liberality of our



own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize science and art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses not only by cultivating the taste, but by gratifying and delighting the eye by means of well appointed Educational Museums and popular exhibitions.

I have, &c.,

(Signed)

J. GEORGE HODGINS,

*Deputy Superintendent.*

## XX.—EXTRACTS FROM REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

In most School Reports, both in Great Britain and the neighbouring States, a large space is devoted to extracts from Local Reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development—the intelligent and noble struggles of some new settlements to educate their children, and the shameful negligence of some old settlements in regard to the education of their children.

*Character of these Reports.*—In Appendix A to this Report, I have given extracts from the Reports of Local Superintendents of townships, cities, towns, and incorporated villages. These extracts of reports, impartially given, are few in comparison with the five hundred municipalities of this Province. Very many of the local statistical reports are unaccompanied by any remarks—indicating probably the absence of anything very gratifying to remark upon. But the extracts given will, among other things above noticed, establish the following facts:—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficient and stationary condition of the Schools in many places does not arise from any complained of defects in the School law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern Section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced, and far less progressive, than the Western part of the Province, except some old townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the library map published in my report for last year.

4. *Best Teachers the Cheapest.*—That as the best made shoes, and waggons, and fences, and farm-tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers.*—That the most serious obstacles to the proper education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and mis-called cheap teachers; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class teachers, and prescribing a minimum teacher's salary which will secure the employment and continuance in the profession of competent teachers. This is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfulness with which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of teachers; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified teachers whom they license from being deprived of, or driven from employment by the meanness and folly of Trustees who employ incompetent teachers.

7.—*Free Schools Universally Popular.*—That opinions and practice have become so general in favour of *free schools*, that it is time now to settle the question by Legislative enactment, as well as to provide for the application of the free school principle in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8.—*Competitive Examinations and Prizes.*—That competitive examinations of schools, and the distribution of prizes to reward and encourage *punctuality, good conduct, diligence and perfect recitations* of pupils, form a powerful element for improving the schools, and animating teachers and pupils to exertion. In all the local reports, there is but one dissentient voice on this subject, and that comes from the Local Superintendent of the townships of Anglesea and Kaladar, and the purport of that dissentient voice is, that the unsuccessful will be envious of the successful! A principle according to which punctual, well conducted, diligent and successful men in life ought not to be rewarded by any respect, or notice, or increase of wealth, over the negligent, and lazy and worthless, lest the latter should envy and hate the former. The Scripture of such doctrine would be to “to him that hath (improves what he has) shall *not* be given, and he shall *not* have abundance.” It is pleasant to observe, that there is but one Local Superintendent in all Ontario that advocates such a doctrine.

9.—*Miscellaneous.*—These extracts from local reports suggest many other topics, and lessons worthy of the serious consideration of every friend of universal education and knowledge. To facilitate references, I have prefixed topical headings to most of the extracts.

## XXI.—REMARKS ON THE GRAMMAR SCHOOL SYSTEM ; ATTENDANCE OF GIRLS WITH BOYS IN THE GRAMMAR SCHOOLS ; REPORTS OF THE INSPECTOR OF GRAMMAR SCHOOLS.

1. In a former part of this report, I have referred to the statistics of Grammar Schools, and made a few remarks on their condition. I think the time has arrived, and I am now furnished with materials to discuss the question more fully than I have hitherto done in any of my Annual Reports.

2. *Historical References : Defects in the Law.*—It is known that although the system of Grammar Schools was perhaps the best the circumstances of the country permitted when it was established, more than sixty years ago (in 1807,) nine years before any provision was made for Common Schools, it has never been efficient or satisfactory. In 1853, a step in advance was taken by the consolidation and amendment of previous Grammar School Acts, to improve the system and adapt it to our present system of Municipal Government. But the Act of 1853, lacked the essential element of providing for the support of Grammar Schools equally with the Common Schools, and upon the same principle. There was also wanting the further essential element of unity and sympathy in the management and interests of the Grammar and Common Schools. They were still under different Boards of management ; their interests often clashed ; they were rivals in the same work, instead of the one being regarded as, and being in reality, a supplement to the other.

3. *Improvements under the Law of 1853.*—To prevent this collision, to provide better for supporting the Grammar Schools, and to identify them more in management and system with the Common Schools, provision was made in the Law of 1853 for uniting the Boards of Trustees, providing at the same time for the fulfilment of the functions of each class of schools. As the Grammar Schools had been under no inspection, provision was made for that purpose, and a programme of studies was prescribed for the one class of schools as had been for the other.

4. *Inefficiency of the Grammar Schools Revealed—Their undue Multiplication.*—The inspection of the Grammar Schools soon brought to light their utter inefficiency, and the various contrivances devised and employed to get an undue share of the Fund to establish and keep in existence merely nominal, and, in some instances, really needless Grammar Schools. And when Parliament was induced to increase the Grammar School Fund nearly \$20,000 per annum, the County Councils were prevailed upon by local influences, to increase the number of Grammar Schools more in proportion than the increase of the Fund.

5. *Legislation—Act of 1865.*—At length Parliament passed the Grammar School Act of 1865, by the provisions of which the undue multiplication of Grammar Schools was prevented, the duties of Grammar Schools defined, and an amount of local support re-



quired, (irrespective of fees) for the salaries of teachers, equal at least, to half the amount of the apportionment from the Grammar School Fund. The apportionment of the Fund was to be made on the basis of the average attendance of pupils in the prescribed programme, the old distinction between Senior and Junior Schools being abolished.

6. *Improvements in the System in 1865.*—A more thorough and frequent inspection of the schools was provided for; the Council of Public Instruction, with the assistance of the able Inspector of Grammar Schools, prepared a programme of studies conformable to the new law—including not only a classical course, but a high English course of studies, and providing for the entrance examination of pupil candidates, both for the high English and classical course, by the Inspector. This programme was submitted to, and approved of by the Governor in Council. To meet an alleged exigency, provision was made in the programme to admit girls, on application, and after examination, to attend the Grammar Schools to learn French in connection with the prescribed English course of studies for classical pupils, but not to be returned as Grammar School pupils, whose average attendance should constitute the basis of the distribution of the Fund. This exceptional regulation in behalf of girls (it being alleged that in most cases they could not otherwise have an opportunity to learn French) assumed, of course, that they would not think of studying Greek or Latin, (the studying of the one or the other being the test of a Grammar School pupil in the classical course) though nothing was said on the subject in the programme. But in the course of the year, it appeared that scarcely any girls entered a Grammar School to learn French! but scores of them were found professedly studying Latin—being thereby claimed on the part of the Masters and Trustees of the schools admitting them as Grammar School pupils, and as such entitled to be counted in the distribution of the Grammar School Fund!

7. *Perversion of the Grammar Schools—Their Standard lowered.*—Such was the state of the Schools on my return from an eight months' tour in Europe, at the end of May, 1867. The programme of studies had provided to make the Grammar Schools High English Schools (including French), and Elementary Classical Schools to prepare for the professions and universities; but the local reports showed scarcely any admissions of either boys or girls from the Common Schools to the more advanced English course prescribed for the Grammar Schools, but an unprecedented influx of girls to learn Latin and Elementary English. The reports of the able Inspector of the Grammar Schools showed that the attempt to make them High English Schools, as well as classical, was an utter failure; that the Common Schools were regarded as better schools for any branch of English education than most of the Grammar Schools; that the prestige and standard of a majority of the Grammar Schools were being reduced by the efforts to fill them with girls as well as boys in the elementary subjects, in order to augment their income, without the shadow of a pretension or claim to teach the higher subjects of an English education to either boys or girls, or even to give a sound English education at all.

8. *Counteracting Efforts of the Department.*—In apportioning, early in 1867, the Grammar School Fund for the year, on the basis of average attendance in the prescribed course, the Department was perplexed by this new and startling aggregation of girls returned as classical pupils, and not willing to ignore their attendance, and yet feeling that it was a novel application of the Fund, intended wholly for classical and High English education for the professions and university, decided for that year, till further steps could be taken, to recognize the classical attendance of two girls as equal to that of one boy. Had this not been done, some of the most efficient Grammar Schools, in which no girls had been induced to learn Latin, would have been crippled in their funds. Among the early complaints made to me, on my return from Europe, was the non-recognition of girls as classical pupils equally with boys in the apportionment of the Grammar School Fund, and then, from others, the recognition of girls at all as unjust to those Grammar Schools which had always taught boys alone, and in the prescribed subjects, according to the intention of their institution. In the meantime, the official report of 1866 of the Inspector of Grammar Schools portrayed a state of things which I felt ought not to be perpetuated, and I determined to prepare a paper upon the whole question, and submit it to the first Law Officer of the Crown for his opinion and advice to guide me in my action for 1868. My letter, I believe, was the subject of much consultation, as well as of long deliberation. I insert it in this place, together with the reply, as follows:—

## EDUCATION OFFICE,

Toronto, 12th October, 1867.

No. 3513, X 2.

SIR.—I have the honour to submit for your opinion and direction, as to whether the law is to be interpreted to include girls as well as boys as pupils of the Grammar Schools, on the basis of whose attendance the fund is distributed to the schools. The provision of the law on the subject, as expressed in the 7th section of the Grammar School Improvement Act, 29 Vic., ch. 23, is as follows:—

“The apportionment payable half yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.”

“The Council of Public Instruction, prepared two courses of study for the Grammar Schools—the one a classical course for those pupils who were preparing for one of the learned professions, or to matriculate in one of the Universities; the other for those pupils who might “desire to become surveyors, or to study for matriculation in the University of Toronto, as students of Civil Engineering, or to study the higher English Branches and French, without taking Greek or Latin.” These programmes of studies were submitted to and approved by the Governor General in Council, as was also the following regulation.

“To afford every possible facility for learning French, girls may, at the option of the Trustees, be admitted to any Grammar School, on passing the preliminary and final entrance examinations required for the admission of boys. Girls thus admitted, will take French (and not Latin or Greek,) and the English subjects of the classical course for boys; but they are not to be returned or recognized as pupils pursuing either of the prescribed programmes of studies for the Grammar Schools.”

But as in the two prescribed programmes of studies for pupils of the Grammar Schools (and according to whose average attendance the Fund is apportioned to each School) nothing is said about *sexes*, a large number of girls have been induced to study *Latin* in many of the Schools, in order to increase the apportionment of the Fund to such Schools. Where a girl intends to study the modern continental languages—French, Italian, Spanish, Portuguese, &c.—the previous knowledge of Latin is unquestionably a great advantage; but this cannot be supposed to be the case with numbers of girls in small towns and villages, while there is not an instance of the kind in the cities of Toronto, Hamilton, Kingston, &c. For example, in the little village of Norwood, there are 17 girls entered as studying Latin; in Oshawa, 28; in Perth, 36; in Whitby, 37, &c. The Inspector of Grammar Schools reports that the greater part of these girls professedly studying Latin, cannot master the Declensions, and are deplorably deficient in the elements of English education, in which indeed their studies appear to be greatly neglected; while on the other hand, in the best Grammar Schools, where the original objects of such schools in preparing boys for the universities, professions, &c., are duly observed, and girls are not admitted, the Masters and Trustees naturally complain that their apportionments from the Grammar School Fund are unjustly lessened by the recognition of bogus girl pupils in other Grammar Schools. It is also insisted that the mixture of large boys and girls is unfavourable to efficient discipline, and to the progress of either class of pupils, and not compatible, as a general rule, with the refined education of girls. I myself was so impressed with this view, that when, in 1841, I was requested to become Principal of Victoria College, I declined doing so until the *female* department of it was abolished; and since then, the religious body that established Victoria College for the education of boys has established a female college for the education of girls. It is also urged that this pressing of girls into the Grammar Schools interferes with the legitimate sphere of Female Seminaries and Schools, and prevents their establishment where there is ample legal authority to do so. But without reference to the correctness or incorrectness, the soundness or unsoundness of these opinions and reasons, I am induced by the facts above stated, by the complaints of injustice on the part of the authorities of some Grammar Schools, as well as from the fact that in England, and in Europe at large, a female pupil is unknown in any public Grammar School attended by boys, any more than a female student of a college attended by male



students—to request your official opinion as to the proper interpretation of the Grammar School Act on this subject—whether, by pupils in the Grammar Schools, boys alone are to be understood, and whether the Grammar School Fund was not intended for the classical, mathematical, and higher English education of boys?

I have, &c.,

(Signed)

E. RYERSON.

The Honourable J. Sandfield McDonald,  
Attorney-General, Ottawa.

REPLY.

ATTORNEY-GENERAL'S OFFICE,  
Toronto, May 7th, 1868.

SIR,—The pressure of Parliamentary and Departmental duties has, I regret to say, caused me to overlook your letter of the 12th of October last, in which you submit for my opinion and direction as to whether the law is to be interpreted to include girls as well as boys as pupils of the Grammar Schools, on the basis of whose attendance the Fund is distributed to the schools. The provisions of the law on the subject as expressed in the 7th Section of the Grammar School Improvement Act, 29 Vic., chap. 23, is as follows:—

“The apportionment payable half-yearly to the Grammar Schools shall be made to each school conducted according to law upon the basis of the daily average attendance at said Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools, such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.”

Your letter contains, besides an extract from the prescribed course of study for Grammar Schools, adopted by the Council of Public Instruction, comments of your own bearing upon the question which are so exactly in accordance with the views which I have always entertained as to the impropriety of permitting girls to be received in Grammar Schools, that I have only to add that my interpretation of the Grammar School Act in relation to the question submitted by you, is that boys alone should be admitted to those schools, and that consequently the Grammar School Fund was intended for the classical, mathematical and higher English education of boys.

I am, &c.,

(Signed)

J. S. MACDONALD.

Rev. Dr. Ryerson,  
Superintendent of Education, &c.

9. *Conviction against Educating large Girls and Boys Together.*—It will be seen by the foregoing letters that my own convictions are against the education of boys and girls (especially large boys and girls) together in the same school. Whether I am right or wrong in my convictions, they are of long standing. In 1841, as above stated, when the Presidency of Victoria College was offered me, I declined any official connection with that Institution, unless the *female* department (which had been connected with it since its establishment in 1834) were discontinued. At that time the attendance of girls as well as boys at such institutions was common in the Northern States. But in 1842, the female department in connection with Victoria College was abolished, and I am persuaded, that no party connected with that Institution would consent to the re-admission of girls with the boys, even in the preparatory department, which existed until the last year or two. The experience and observations of the last twenty-five years have only strengthened the convictions which I so strongly expressed in 1841 and 1842.

10. *Exceptional case of the Normal School explained.*—It is true that in the Normal School, female teachers, as well as male, are trained. But this was not so at the beginning, and it only became so from the necessity of training female teachers, and the impossibility of establishing a second Normal School for that purpose. In the next place, the attendance at the Normal School is for a *professional* purpose, and is brief—seldom exceeding two sessions, of five months each, during which time there is no intercourse whatever allowed between the sexes, not even a recognition in the streets, a rule, the infraction of which, is followed by removal from the Institution. Whenever a second Normal School

is established, then the one school will doubtless be for the training of male teachers, and the other for the training of female teachers—as is done in the State of Massachusetts, and in the cities of Boston and New York. But of the two Model Schools connected with our Normal School, the one is a *girls'* school, where the female students in the Normal School observe and practise teaching, and the other is a *boys'* Model School, where the male students in the Normal School observe and practise teaching.

11. *The Common Schools also Exceptional—Reasons.*—In the Common Schools throughout the country, there is scarcely any choice but to educate boys and girls together,—the schools being elementary, the population sparse, the pupils and their parents being *acquaintances* as well as neighbours; and there seldom being a second room or a second teacher in the girls' department. Nevertheless, the Common School law provides for the establishment of a “second or girls school (in the rural sections) when desired. But in the cities and many of the towns, there is a girls' department as well as separate play-yard for the girls. I am persuaded that in every village where there are two Common Schools, it would be a great economy and improvement on all sides, if one of the schools was for girls and the other for boys. The law provides for this being done, and authorizes Boards of Trustees in cities, towns and villages to establish any kind or description of schools they please. Apart from other considerations, there are many things that girls should be taught and ought to learn that are not needful for boys (as is the case in our girls' Model School here); and on the other hand, there are things which boys should be taught and learn not needful for girls. In the two School model cities in the United States—Boston and New York,—the mixed schools for boys and girls are chiefly the *primary* schools, while the intermediate (mostly called there “Grammar Schools”) and High Schools are with few exceptions, respectively boys' schools and girls' schools. In the last school report for the city of New York, there is the following enumeration of the schools:—

*Boys and Girls Separate in New York Schools.*—“There are under the jurisdiction of the Board of Education, in addition to the College (formerly called “Free Academy”) of the city of New York, and the Saturday Normal School for teachers, 44 Grammar Schools for Boys, 44 for Girls, and 4 where both sexes are taught in the same Department—50 Primary Departments, 38 Primary Schools, 6 Grammar and 7 Primary Schools for colored children, and 15 Corporate Schools, participating in the public money. There were also, during the year ending with the 1st October, last, 48 Evening Schools—26 for *males* and 22 for *females*.” (p. 6.)

*Boys and Girls also Separate in the Boston Schools.*—The School Report of the City of Boston for 1864—a large octavo volume of 413 pages—contains the following summary statement of the schools of that city:—

“The schools of all grades under the care and control of the city, at the present time, are one Latin School for *boys*; one High English School for *boys*; one High School and Normal School for *girls*; twenty Grammar Schools, seven being for *boys*, seven for *girls*, and six for boys and girls; and two hundred and fifty-four Primary Schools for boys and girls.” (p. 6.)

Even in Boston, the most classical city in America, they have not got to the length of establishing a Latin School for *girls*, or for making them Latin pupils with the boys, as is argued by some Grammar School masters of our country towns and villages. The City of Toronto stands on common ground with the City of Boston in this respect.

12. *Reasons for Discussing the Question now.*—But though my convictions as to the separate education of boys and girls have been strong and of long standing, I have deemed it premature and unadvisable to discuss the question in the elementary state of the schools, the immaturity of the school system and infancy of the country. The facts, however, which the working of the Grammar Schools, during the last two years, has developed, and existing public discussions on the subject, have left me no discretion but to give the above formal explanation of my views, and to invite special attention to this aspect of our Public Schools. The Inspector of Grammar Schools devoted one part of his last year's report to the question of “Girls in the Grammar Schools.” The eight years' experience of the Reverend Doctor Ormiston, as Grammar School Inspector, produced convictions in perfect accordance with those of his successor, the Reverend G. P. Young, that the mixture of boys and girls in the schools was injurious to them as Grammar Schools. The



reasons are not any inferiority of capacity on the part of girls ; on the contrary, I believe the advantage is generally on their side in the acquisition of many kinds of knowledge in childhood and youth ; but the reasons are such, with some exceptions, as are given by Mr. Young in his report above referred to. Not a few parents have objected to send their boys, as well as girls, to mixed schools.

13. *Inferior character of Many Grammar Schools.*—The difficulty on the part of Doctor Ormiston, Mr. Young and others, is the absence of other institutions for the better education of girls. But the painful fact is that a majority of the Grammar Schools do not impart that better education, as is clearly shown in the Inspectors' reports. No one can read the facts and observations embodied in Mr. Young's reports for 1866 and 1867, without being impressed with the conviction that the attendance of girls at those Grammar Schools, where they are admitted, has greatly impeded rather than promoted their better education ; and it is on this ground that I think other provision should be made for the better education of girls. The union of Grammar and Common Schools has increased, instead of mitigating the evil. It is the conviction of every Inspector of Grammar Schools, without exception, that their union with Common Schools, while it has afforded some means of support not otherwise available, has been injurious both to the common and classical departments of such Union Schools.

14. *Legislation Now Required to Counteract Evils of the present System.*—I had intended to leave over for another year any further legislation on the subject of Grammar Schools ; but recent discussions, my own convictions, and the facts developed in the last two reports of the Inspector, appear to me to require the early attention of the Legislature to this department of our Public School system. The Reverend G. P. Young is an experienced teacher and one of the ripest scholars in Canada, and a man of very great general ability. He has devoted his whole time during four years to an inspection of the Grammar Schools twice a year, and, at my request, to a most thorough investigation of their character and condition. His last two reports are more the reports of a School Commissioner on the state of the schools and suggestions for their improvement, than the ordinary reports of a School Inspector. Mr. Young's report for 1867 is a sequel to that for 1866, and is the last with which the public will be favoured from him, as he has, against my remonstrances and solicitations, resigned his office of Inspector, and resumed the more quiet duties of a Professor in a College.

15. *Analysis of Inspector Young's admirable Reports of 1866 and 1867.*—As Mr. Young's last two reports discuss the whole question of Grammar Schools, I append them both to these my own remarks. In the former of these reports Mr. Young, among others, discusses the following topics :—"Direction in which the Grammar Schools are Drifting ;" "Degradation of the Common Schools ;" "False show of Classical Studies in the Grammar Schools ;" "Apportionment of the Grammar School Fund ;" "Union Schools ;" "Girls in Grammar Schools." In the latter of these reports Mr. Young discusses with much research and ability the following topics :—"A Classical course of Study unsuitable for the great majority of the pupils attending our Grammar Schools ;" "Defective character of the English education furnished in our Public Schools ;" "English High Schools needed," with suggestions as to the admission of pupils, the subjects and methods of teaching ; "Way in which Morality might be taught in the English High Schools ;" "Physical Science in the High Schools ;" "Common Schools."

16. *Failure of most of the Grammar Schools as superior schools Demonstrated.* It would be too much to say that I agree with all the opinions and suggestions which Mr. Young has so forcibly advanced in his reports, but I think he has conclusively shown, *first*, that a majority of the Grammar Schools in no respect do the work of English High Schools, though a High English course is prescribed in their programme of studies ; *secondly*, that many of them are not even worthy of the name of Common Schools, in regard to their elementary English teaching ; *thirdly*, that as classical schools they are, with some honorable exceptions, inefficient and useless—a waste of time and opportunity on the part of hundreds of girls and of very many boys ; *fourthly*, that the union of Grammar and Common Schools is mutually injurious to each other—the Common School Department being emasculated of every pupil, both boy and girl, that can be squeezed into the Grammar School department, in order to augment the apportionment. So strong and rampant has the feeling become, that in a Grammar School Teachers' Association held in Toronto this



summer, the leading topic among those who were present and took an active part in the proceedings, (and repeated by the same individuals in the Common School Teachers' Association) was, not how the various defects, pointed out by Mr. Young, in the Grammar Schools might be remedied, and they be made more efficient; but the admission and recognition of girls as a means of obtaining more money from the School Fund. Of course the majority of the Grammar School Masters took no part in these proceedings, and were not even present at them; and many of the Grammar Schools are pursuing their appropriate work to the utmost of their means and power. But that the great majority of them are making no progress whatever, and "drifting" in the direction of comparative inefficiency, is not only shown by Mr. Young's reports, but by the reports of previous inspectors especially those of the Reverend Doctor Ormiston, and particularly with regard to the working and effects of union Grammar and Common Schools.

17. *Large Apportionment for Grammar, as Compared with Common School Education.*—Such then, is the very unsatisfactory state of the Grammar Schools, and that too in connection with the fact that the apportionment of public money for their support is *twenty times* as large per pupil taught as that in aid of the Common Schools—the apportionment for 401,643 pupils in the Common Schools being \$170,000, (or about forty-five cents per pupil,) and that for 5,696 pupils in the Grammar Schools being \$53,000 or upwards of \$9 per pupil. Mr. Young has shown that the present system and relations of the Grammar Schools tend to "degrade" the Common Schools, as well as to render the Grammar Schools utterly inefficient, either as High English or thorough Classical Schools. Even in Toronto, it has been objected to *grade* the Common Schools, by having one or more English High Schools, because it was alleged the Grammar School was properly the High School of the City. And this is the common objection against any attempt to establish Higher Common Schools in any of the municipalities where there are Grammar Schools, for you find, as shown in Mr. Young's reports, that even elementary English is not decently taught in many of the Grammar Schools, much less the elements of Natural History, Chemistry and Natural Philosophy, as well as the English Language and Literature, which should be embraced in the teaching of every superior English School. Provision has been made by the department by procuring apparatus, specimens, models, and even little cabinets for teaching and illustrating all these subjects; and attention called to the subject in the *Journal of Education*, but they are uncalled for in connection with the Grammar Schools, and used in only a few Common Schools.\*

18. *Important Changes in the System deemed Essential.*—This state of things ought not to continue. All possible attention and efforts, aided by the experience and example of the most enlightened countries, have been directed in past years to organize and mature our Public School system, and to provide facilities for enabling the country to educate its youth. It is now time to look into the interior of the schools, to make them what they ought to be, and what the noble efforts of the people give them a right to expect and claim. When Grammar School legislation was proposed, more than fifteen years ago, I urged the identifying the Grammar with the Common School system in principle and

\* I would direct attention to numerous articles on the subject in successive volumes of the *Journal of Education*. From one in the *Journal* for January, 1860, I select the following from the pen of Professor Agassiz, of Harvard University, showing the value to Science of local collections and Museums of Natural History in Schools. He says:—

"It is a great mistake to suppose that large Museums are necessary for the study of natural history, and that show-specimens from distant countries add much to the interest of a scientific collection. I deliberately assert, that there is not a school house in the country in the immediate vicinity of which it would not be easy to make, in a few years, a collection of native specimens sufficient to illustrate the fundamental principles of any branch of natural history. Nay, it is not too much to add, that such collections would contribute greatly to the advancement of science, if simple catalogues of their contents were published from time to time. I am satisfied, from my own experience, that every such collection could, in less than ten years, be made worthy of a careful examination by even the most critical professional naturalists, and would afford to the teachers and pupils a source of ever-new interests in their walks, and of ever-increasing extension of their knowledge and ability to observe. In Massachusetts, a very good beginning has already been made in several schools."—*Agassiz on the study of Natural History*.

Of the specimens kept in the Depository the following are examples:—Varty's collection of one hundred specimens of various objects in a case. Oliver and Boyd's set of twenty cards, with real objects attached, in a box. Cabinets of from twenty to one hundred and fifty specimens of minerals, metals, shells, fossils, rocks, etc.; chemical cabinets; silk-worm case, with eggs caterpillar, cocoon with mulberry leaf, &c.; case of bees with grub, cells, etc.; also numerous prints of animals and vegetables useful to man; sources of food, manufactures, etc.; apparatus and charts, illustrating Natural Philosophy, etc., etc.

management, as the proper means of providing accommodations and support for the Grammar Schools, and blending them with the sympathies as well as interests of the people. But this was thought to be too great a change, and that it was best to commence by organizing them into a system, with a certain amount of municipal control, hoping thereby to secure Municipal support. The attempt has been faithfully made, and the result is seen. The Grammar Schools have still little or no hold upon the sympathies of the country. It is with great difficulty that municipalities can be induced to grant anything, much less ample means for their support; and in many instances, there is unwillingness even to provide school-house accommodation for them. This is not so in regard to the Common Schools, means are readily forthcoming to erect and furnish houses, which are often shown as the pride and glory of the cities and towns in which they are situated. It is not so with the Grammar Schools, with a few solitary exceptions.

19. *Former Class Legislation—Its baneful effects still felt.*—Why this difference of public feeling in regard to the Common and Grammar Schools? The reverse is the case in the neighbouring States. In cities and towns and villages there, English High Schools and Classical Schools are provided with more imposing accommodations, and shown, with even more pride, in some instances, than their Elementary Common Schools. Why is it otherwise in Ontario? It is certainly not that there is less appreciation here than there for sound and even superior education. More is done here than there in proportion to population for Common Schools, and the warmest ambition is shown for higher education. Why, then, are our Grammar Schools not appreciated in this relation? The cause, in my opinion, is twofold—the one arising from their history, the other from their inefficiency, chiefly resulting from their history. The history of our Grammar Schools is one phase of the history of class legislation and irresponsible government. Some aid was granted for Common Schools, for managing which the people were allowed to elect Trustees; but the Grammar Schools were not established for the people at large, but for the select and aristocratic few—chiefly officials. Their Trustees were not elected, but appointed by the irresponsible government of the day, being Elementary English, as well as Classical Schools, but for the alleged respectable few, and not for the people generally, who have never felt themselves under any obligation to support the Grammar Schools—viewing them as the badges and instruments of their own inferiority and debasement, rather than agencies of their culture and advancement.\* This traditional indifference to, and in many cases prejudice against, the Grammar Schools, still largely affects the public mind, though class legislation and irresponsible government have ceased to exist among us. The appointment of Grammar School Trustees has been abandoned by the Executive Government, and transferred to the Municipal Councils, with a view to the popular support of the Grammar Schools, which have been deprived of the greater part of their former means of support by the improved efficiency and character of the Common Schools, and by their not being allowed, as formerly, to be Common Schools for certain classes of society; but though the Municipal Councils have accepted the office of appointing Grammar School Trustees, they are not willing to assume the burden of supporting the Schools.

20. *Necessity for proposed changes in the system considered.*—The question now is, what shall be done? Mr. Young, in his report for 1866, does not propose any change in the programme of Grammar School studies, but he proposed the distribution of the Fund to the schools, not according to average attendance of pupils, but according to average work done, or according to results, as ascertained by the examination of pupils individually—the system adopted by the Committee of Council of Education in the distribution of the Parliamentary Grant in England. This system, the most equitable and thorough in perfectly classified subjects and schools—would require three inspectors instead of one, increasing the expense of inspection three-fold, and therefore seemed impracticable on that ground, apart from other considerations arising out of the character, and circumstances of the schools. In Mr. Young's report for 1867, he proposes to abolish the study of Latin, as a condition on the part of any pupils attending the Grammar School. This is equivalent to abolishing them as Classical Schools; it is going back to the former state of things; it would make them Common English Schools, in more complete rivalry with

\* Provision was first made for the Grammar Schools in 1806; but nothing was done for the Common schools until 1816—nine years afterwards—and only then as an experiment.



the Common Schools, as no means in addition to those now existing, are available to prevent the Grammar Schools from drawing away the ordinary pupils from the Common Schools, or for rendering the English teaching in the Grammar Schools better than it is—which Mr. Young shows to be generally most defective and inefficient. Agreeing, as I do, with Mr. Young, that girls learning Latin, as advocated by some masters of Grammar Schools, is an absurdity, and that the time devoted to the study of Latin and Greek by the greater part of boys in the Grammar Schools, is a complete loss of labour and opportunity for the study of other subjects; and, moreover, agreeing as I do, with the learned president of Toronto University College, that it is pure loss of time for any boy to study Latin or Greek, unless he does so thoroughly, I think the Grammar Schools should occupy a different relation from that which they have hitherto done, and perform a much more useful work. The Inspector's reports show that in all past years some of the Grammar Schools, having confined themselves to, and performed their legitimate work with great efficiency, deserve strong and grateful commendation; it is equally evident from the same reports, that a large majority of the Grammar Schools are little better than useless, as Classical Schools, as High English Schools, even as Elementary English Schools, much less as Schools of the elements of Natural Science. And this melancholy fact arises from no indifference or want of effort on the part of either the Boards of Trustees, or the Masters of the schools, but from their exceptional and unnatural position, having no sufficient or certain resources in the Municipalities for their support, or sufficient legitimate work to perform to sustain them; and being regarded to a great extent as antagonistic to the Common Schools, instead of being considered, and in fact, as their coadjutors and supplements.

21. *Summary of the Proposed Changes in the Grammar School Law.*—I propose, then *first*, that the Grammar and Common Schools shall be under the management of the same Boards of Trustees in the Municipalities where they are situated, elected by the rate-payers, as are the Common School Trustees now. *Secondly*, that the Grammar School Fund, like the Common School Legislative Grant, shall be apportioned, with proper limitations, and under suitable regulations, to the Municipalities according to population, and upon the same conditions as the Common School Grant, for the purposes of High Schools, in which the elements of Natural Science shall be taught as well as the higher subjects of English, according to a prescribed curriculum, and in which the classics shall be taught or not, as the Local Boards of Trustees may desire. Then the Classical Schools, or classical departments, and the High English Schools, as well as the Common Schools, will be the creation, as well as glory and blessing of the Municipalities themselves; the classification of the schools, as well as the pupils in them, will become natural and easy in all the cities, towns and villages, and there will be no collision or difference of management or interest in the schools from the lowest Primary School up to the highest English or Latin School.

22. *Two Examples of the Benefits of the proposed Changes.*—Formerly, there were two classes of schools, and two Boards of School management in the city of New York—the one Society Schools, and the other called Ward Schools. Between these two Boards and two classes of Schools, there were perpetual rivalries and hostilities, until the Legislature reduced them to one system of schools under one Board of Trustees; since which time there has been unity of action and interest, and the establishment of a system of Primary, Intermediate or Grammar Schools, High English Schools, and a Scientific or Classical Academy or College, the pride of the city, and the admiration of philanthropists and strangers. Down to within a recent period, there were three Boards of School Management in the city of Boston—a Primary School Board, and an Intermediate or Grammar School Board, and a High School Board. Between these Boards and the schools under their management, there were constant rivalries and jealousies, and sometimes hostility of a most injurious character. Upwards of ten years ago, the Legislature passed an Act to amalgamate the three Boards into one, having the care of all the schools in the city of Boston, to the great advantage of the Latin and High Schools, as well as of the Intermediate and Primary Schools. I propose the adoption of a similar system for the consolidation, economical management and improvement of our Grammar and Common Schools.

23. *What Benefits the proposed Changes will confer upon the Young.*—I think the tendency of the youthful mind of our country is too much in the direction of what are call



the learned professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to classical studies with a view to the study of medicine, law, &c.; but it appears to me very important, now that the principles and general machinery of our school system are settled, that the subjects and teaching of the schools should be adopted to develop the resources and skilful industry of the country. And should *options* in any case be necessary, from lack of time or means, the merely useful and ornamental should be made to yield to the essential and the practical. It may not be essential for every child to know all the natural and political divisions of all the continents of the Globe, or what heroes fought, or what kings ruled, or what peoples flourished and did at every period and in every part of the earth; but I think it is essential that every child should know how to read and speak his own language correctly, to count readily, and write well, to know the names and characteristics of the flowers and vegetables and trees with which he daily meets, the insects, birds and animals of his country, the nature of the soils on which he walks, and the chemical and mechanical principles which enter into the construction and working of the implements of husbandry, the machinery of mills, manufactures, railroads, and mines, the production and preparation of the clothes he wears, the food he eats, the beverages he drinks, and the air he inhales, together with the organs of his body, the faculties of his mind, and the rules of his conduct. The mastery of these subjects for ordinary practical purposes is as much within the capacities of childhood and youth as any of the hundred things that children learn in the streets and by the fire-side, and to know them would contribute vastly more to the pleasures of social life, and skilled and various industry, than the superficial tinsel of a Greek and Latin smattering, with homœopathic mixtures of imperfect English, and guesses in Geography and History.

I have the honour to be,

Sir,

Your most obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION  
FOR ONTARIO,  
Toronto, 16th September, 1868.

~~~~~

REPORTS AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS  
OF ONTARIO FOR THE YEARS 1866 AND 1867, BY THE REVEREND GEORGE PAXTON  
YOUNG, M.A., INSPECTOR.

# 1. REPORT FOR 1866.

*Toronto, 21st February, 1867.*

SIR.—During the year 1866, all the Grammar Schools in Upper Canada, with a very few exceptions, were twice visited by me, in the discharge of my duties as Inspector. Detailed reports, showing the state in which I found the several schools, have already been placed in your hands; and I have now the honour to submit a few remarks on some of the general features of the Grammar School System, suggested by what has fallen under my observation since I addressed you last year.

## A.—*The Grammar School Law and Regulations of the Council of Public Instruction.*

As I shall have occasion, in this report, to trace the operation of the existing Grammar School Law, and of the regulations of the Council of Public Instruction, it may be well, at the outset, to state succinctly those provisions of the law, and those regulations of the Council, to which I am to refer.

1. By a regulation of the Council, boys in the Grammar Schools, with an exception so slight that it need not be considered, are required to study Latin or Greek; but girls may be admitted to the Grammar Schools, to study French and the English branches, without taking classics.

2. The 7th section of the amended Grammar School Act provides as follows:—"The apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools." Girls, pursuing the prescribed course of classical study, are taken into account in the apportionment of the Grammar School Fund; though, as appears from the *Journal of Education* for May 1866, only fifty per cent. of the average attendance of girls for 1866 is to be reckoned in making the apportionment for 1867, while the full attendance of boys is reckoned. The attendance of those girls who study merely French and English, is not counted in the apportionment of the public money.

3. An important clause, which I may term *the one-half clause* in the amended Act, makes it a condition of the apportionment being paid to any school, that a sum equal, at least, to half of the apportionment, shall be provided from local sources, exclusive of fees, for the salaries of teachers.

4. By the Grammar School Law, still unrepealed, the Board of Common School Trustees may unite with the Grammar School Board; and the joint board has the power of raising money, by rate, for Grammar School as well as Common School purposes; though the Grammar School Board alone has no power to levy a rate.

#### B.—*Direction in which the Grammar Schools are drifting.*

Let me now respectfully call your attention to the way in which these provisions of the law and regulations of the Council of Public Instruction are working, in conjunction with other causes, to impress a very peculiar character on our Grammar Schools. I say a "very peculiar character." There is nothing like it, as far as I am aware, in the Educational Institutions of any other country; and my impression is that, if the tide which has set in continue to flow as it has been doing for some time past, the interests of sound education in the Province of Ontario will be seriously affected. Three great tendencies, distinct from one another, yet closely connected, are developing themselves.

1. *First Tendency.*—The first is a tendency in favour of Union Schools. This is a natural consequence of the one-half clause, which requires that a sum equal, at least, to half the Grammar School apportionment, shall be provided from local sources, for the salaries of teachers. I presume that the object of this clause was not only to augment the salaries of good teachers, but also to secure that Grammar Schools should not be recklessly established, or, if established, should not continue to be maintained, in localities where they are not needed, and where therefore the rate-payers are not likely to be eager to tax themselves for such institutions. But if the latter of these objects was contemplated by the framer of the Act, he appears to have overlooked an escape from check (to speak in the language of the game of chess) which was open to schools of the class against which his attack was directed. Not a few schools, to which the one-half clause would have inevitably given the finishing stroke, have been enabled to avoid checkmate, by their union with the Common Schools; for, as has been stated above, while a Grammar School Board cannot impose a rate for Grammar School purposes, a united Common and Grammar School Board has power to do so. As the union of the Common with the Grammar School is thus the means, in many cases, of enabling the latter to obtain the local contributions, without which it could not exist, and which, if it stood alone, it would ask in vain, it is not surprising that the tendency should be for the Union Schools to increase rather than to diminish in number.

2. *Second Tendency.*—The second tendency which is developing itself in our Grammar Schools is a result of the first, taken in connection with the statute which requires that the semi-annual apportionment of the Grammar School Fund shall be made on the basis of the average attendance of pupils in the programme of studies prescribed according to law. It may be described as a tendency in Union Schools, for all the pupils, except those in the most rudimentary stages of English, to be drawn into the Grammar School department. Pupils seeking admission to a Grammar School which has not the Common School united to it, will ordinarily be those whose parents really desire them to pursue a Grammar School course of study. But, where the schools are united, the case is frequently



very different. In not a few such schools, all the pupils in the Common School department, boys and girls alike, are, as soon as they have got the merest smattering of English Grammar, driven like sheep into the Grammar School, and put into Latin in order to swell the roll of Grammar School pupils, and to entitle the school to a larger share of the Grammar School Fund. I may be told that the Grammar School Masters and Trustees have no power to compel children to leave the Common School and enter the Grammar School. This is true. But it is also true that, as a matter of fact, there are many schools in which things take place exactly as I have described. Every child in the Common School department, boy or girl, who is supposed to have any chance of wriggling through the meshes of the Inspector's examining net, is transferred to the Grammar School, and enrolled as a classical pupil. I take it for granted that the parents do not object. The children themselves, of course, obey orders.

This feature of the Union School system—the tendency, namely, for all the pupils, male or female, except those who are in the merest elements of English, to be sucked into the vortex of the Grammar School department—is of so grave a character, that I think it right to give an example, for the purpose of enabling you more thoroughly to realize the form which our educational institutions are assuming. I visited the Grammar School at St. Mary's, about the end of September, 1866. After I had examined for entrance those pupils whose names were on the Grammar School Roll, but who had not been previously passed by the Inspector, I was informed that an additional class, containing the most advanced pupils in the Common School, to the number of above 20, was prepared for entering the Grammar School. I proceeded to examine them as the law requires. They were asked to parse the sentence: "I always do my work well." The following are specimens of their answers:—*First boy*: "I" third person singular, nominative to "always." "Always" a noun. On second trial: "always" an adjective. And so on. *Second boy*: "I" third person singular, nominative to "always." "Always" a regular transitive verb. And so on. These two young gentlemen were not a whit worse than their companions; and the result was, that I was obliged to reject the entire class. Now, I find no fault with the teaching in the Common School department of the St. Mary's Union School. If I am not mistaken, the teacher who was at the head of that department at the time of my visit, holds a first-class certificate from the Normal School; and, as far as I can judge from the slight intercourse which I had with him, I think it likely that he is really a superior teacher. He had not been long in St. Mary's, when my visit was paid to the school. I am blaming nobody. I am only anxious to assist you to realize the fact, that, under the influence of the causes which have been described above, the Common School department, in a large number of the Union schools, is reduced to a low condition, all the pupils who are far enough advanced to be able to parse an easy English sentence, being systematically drained out into the Grammar School. I give St. Mary's, as it was in September, 1866, as an illustration of this.

3.—*Third Tendency*.—The third great tendency which is developing itself in our Grammar Schools has been partly indicated already, and is seen in the influx of girls into the Grammar Schools, connected with the circumstance that a large and increasing proportion of such pupils take the classical course of study. It is in the Union Schools chiefly that girls abound; the drafting process so extensively practised in these schools being, for the most part, applied without distinction of sex. While I do not for a moment question the sincerity of those masters—some of them men of high character and generally sound judgment—who contend that a classical course of study is desirable for girls as well as for boys, it would be mere affectation for any one to profess to doubt, that the new-born rage for Latin, among the female pupils of our Grammar Schools, is intimately associated with the regulation of the Council of Public Instruction, which provides that those girls who study French and the English subjects in the Grammar School programme for boys, without Latin, shall not be taken into account in the apportionment of the Grammar School Fund. The following table, compiled in the Education office, from the semi-annual returns made by the Grammar School Masters and Trustees, shows the daily average attendance, for 1866, of boys and girls respectively, in classics, for twenty schools, in all of which, except four, it will be observed that the average attendance of girls studying Latin is in excess of that of boys. The only schools in the list which are not Union Schools are Kemptville and Stirling:—



|                     | Boys. | Girls. |                 | Boys. | Girls. |
|---------------------|-------|--------|-----------------|-------|--------|
| Bath.....           | 1½    | 10½    | Norwood.....    | 13    | 17     |
| Beamsville.....     | 6½    | 8      | Oshawa.....     | 26½   | 28     |
| Cayuga.....         | 4½    | 6      | Perth.....      | 19    | 36     |
| Farmersville.....   | 7½    | 9      | Port Rowan..... | 5     | 8      |
| Iroquois.....       | 18    | 16½    | Scotland.....   | 5     | 5½     |
| Gananoque.....      | 9     | 21     | Stirling.....   | 8     | 8      |
| Metcalfe.....       | 7     | 8½     | Strathroy.....  | 8½    | 6      |
| Morrisburgh.....    | 8½    | 11½    | Uxbridge.....   | 7½    | 11     |
| Mount Pleasant..... | 8     | 10     | Whitby.....     | 23    | 37½    |
| Newcastle.....      | 8     | 7½     | Kemptville..... | 5½    | 7      |

4.—*Summary.*—In the sketch given above, of the tendencies which are moulding the form of our Grammar Schools, I have avoided, as far as possible, expressing an opinion on particular points. It seems to me important to keep facts, which are indisputable, apart from inferences which may be disputed. My aim, therefore, has been, in what has been said thus far, to lay before you a simply historical statement, which may serve as a basis for discussion. I shall be expected now to bring forward the principal reasons which lead me to regard the tendencies that have been shown to exist as very unfortunate. This I shall do; only first let me give a brief summary of the facts which have to be considered. The number of the Union Schools is increasing, and is likely to increase. In many of the schools of this class, all the Common School pupils, boys and girls alike, who have obtained a smattering of English Grammar, are systematically drafted into the Grammar School. The consequence is that, in localities where such a system is followed, there is no mere Common School education (observe, I say *mere* Common School education) given to any pupils, boys or girls, which is not of the most elementary description; and, not only have the Grammar Schools thus become, to a great extent, girls' schools as well as boys' schools, but—what is especially note-worthy—the girls admitted to these schools are, in a majority of instances, put into Latin as a matter of course; in other words, the study of Latin is made practically a condition of their admission into the Grammar School.

C.—*Degradation of the Common Schools:*—*The possibility of obtaining a good English education made virtually conditional on the study of Latin.*

1. Will any man say that this state of things is satisfactory—a state of things in which the Common Schools are degraded, by being suspended from the exercise of all their higher functions? Unless I misunderstand the object of the Common School law, the Common Schools are designed to furnish a good English and general education to those desiring it. But how can this end be accomplished, where the Common Schools are subject to arrangements, under which the highest stage of advancement ever reached by the pupils is to be able to parse an easy English sentence? I have pointed out that in many of the Union Schools, the machinery of the union is managed in such a way as systematically to empty the Common Schools of all moderately advanced pupils, male and female, and therefore to leave only very elementary work to be done by the Common Schools. If, in an important and flourishing place like St. Mary's, the highest class of boys in the Common School department of the Union School, were, in September last, utterly unable to parse the sentence, "I always do my work well," it may be imagined what the state of things is in ruder localities. Is this an example of the good English and general education which the Legislature desired, through means of the Common School System, to place within reach of all the children of the Province?

2. It may perhaps be said that though, in cases like that referred to, nothing but the most meagre English education is furnished in the Common School department of our Union Schools, the defect is remedied by the instruction given in the Grammar School department, into which the pupils are drafted from the Common School. Mark, if you please, what this involves. All the boys entering the Grammar School, with an exception so slight as not to be worthy of consideration, must study Latin. As a matter of fact, in the majority of the Union Schools, the study of Latin in the Grammar School department, though not legally, is yet virtually, made imperative on girls also. If not literally compelled to take Latin, they are put into it, and they accept the arrangement. Only "moral suasion," as an excellent teacher explained to me—not, I think, without some veiled

humour—is employed to induce them to take Latin, “*that being sufficient.*” The plea, therefore, that the degradation of the Common School department, in many of the Union Schools, is counterbalanced or relieved by the facilities afforded in the Grammar School department, amounts to this, that the possibility of a decent English education being obtained by our Canadian children may properly be made conditional on their studying or professing to study Latin. Such an idea, when nakedly put, must be felt to be monstrous.

3. There are two aspects in which the Common Schools may be regarded. They may be considered either as having a complete and independent work of their own to perform, namely, to impart a good English education to those desiring it, or as stepping-stones to something further—institutions designed to prepare pupils for the Grammar Schools.

It will not be denied, I suppose, that the former of these offices is incomparably the more important of the two. Yet, in Union Schools of the kind which I am criticising, this, the chief and proper business of the Common School, has wholly ceased to be performed, in so far as the upper parts of what may be called a fair Common School programme are concerned. I look upon this as an excessive evil. I have such a sense of the importance of maintaining a high standard of education in the Common Schools, that, rather than see them degraded—rather than see the goal, beyond which their most advanced pupils are not to pass, fixed at the point where an easy English sentence can be parsed,—I would be willing that all the Grammar Schools in the country should perish. I protest against making the Common Schools, in all above the most primary classes, mere hotbeds to force forward seedlings for the classical field.

#### D.—*False show of Classical Study in the Grammar Schools.*

If the current, under which the Grammar Schools are at present drifting, operates, in so many cases, to the degradation of the Common Schools, how is its influence on the Grammar Schools themselves to be characterized? I am obliged to state, that it leads, in a painful degree, to a show of classical study, where the reality is wanting. Of course, I make no charge of wilful deception. All that I wish to indicate, is, the existence of a state of things which is not truly what it holds itself forth as being. There is a good deal of such false show in some Grammar Schools which have not Common Schools united to them; and I do not know that the evil could be wholly prevented on any system; but, by the Union system, it is directly generated and fostered. In illustration of this, I lay before you some examples, selected from the history of the past two years.

1. In the latter part of October, 1865, I visited the Grammar School department of the Union School at Consecon. There were on the roll, for the current term, 18 pupils in Latin. Here, then, was what professed to be a classical school; but (as my volume of Reports for 1865 will show) the whole thing was a farce. There were two divisions in Latin; the senior, consisting of three boys, all of them in Sallust, and two of them reading Virgil also; and the junior, of thirteen pupils, mere beginners. The representatives of the junior division, who were present, were children, whom it would have been judicious and kind to have left in the Common School. They had learned the Latin Grammar in a loose sort of way, as far as the verbs; but none of the girls in the class could tell me any of the terminations of the second declension; and the decidedly best boy did not succeed in going through *servus* without mistake. Of the three boys in the senior division, all of whom were present, one was examined in Sallust. The memorandum regarding him in my note-book is “very bad; nothing could be worse.” The two other boys were examined in Virgil. Their translation was inaccurate; their parsing bad; and the whole of their work unintelligently performed. The truth is, that there appears to be no field for a Grammar School at Consecon; and but for the Union of the Common and Grammar School Boards, I do not suppose that the establishment of anything else than a Common School would ever have been thought of.\*

2. I visited the Grammar School department of the Union School at Cayuga, on the 30th May, 1865. There were 50 pupils on the roll for the current term; but 16 of these had left; so that, at the date of my visit, only 34 were actually in connection with the school. Of the thirty-four, twelve were professedly studying Latin. A sort of semi-classical character was supposed to be imparted to several of the others, by the circum-

\* The Grammar School at Consecon is now extinct.



stance that they were learning the Latin roots of English words. Of the twelve fully fledged Latinists, six were little children, who were struggling with the difficulties of the first declension. Of the six senior pupils, only two were present; a boy who was reading Cæsar, and a boy in Arnold's first-book. Permit me to transcribe some remarks which I made regarding these pupils in my Reports for 1865. The boy in Arnold "had read nothing. He was as far on in the Grammar as Adjectives of the 3rd Declension. He could decline neither adjectives nor nouns." The boy in Cæsar "could make nothing whatever of the lesson for the day. The master opened up another lesson, and the boy got through the translation of it with difficulty and imperfection. His Accidence and Syntax were utterly bad." It is plain from these details, that, in May, 1865, the Cayuga Grammar School, was merely an upper division of the Common School, with such a sprinkling of nominal Latin as was technically sufficient to enable it to draw a share of the Grammar School Fund.

3. Prior to the year 1866, the number of classical pupils in the Grammar School department of the Union School at Lindsay was small. I visited the school in January, 1866, and again in June of the same year. On the former occasion, there were twelve pupils in Latin (9 boys and 3 girls) on the roll; on the latter, fifteen (11 boys and 4 girls). These numbers are probably a fair exhibition of the *bonâ fide* demand for classical learning in Lindsay. You may judge, therefore, of my astonishment, when, on returning to the school in April, 1867, I found that the number of pupils on the roll—all of them studying classics—had sprung up to 58; 31 boys and 27 girls. What was the process by which this remarkable "Revival of Letters" had been brought about? A new master was appointed in the beginning of the year 1867. That gentleman, who possesses not a few of the qualities of a good teacher, and who, in particular, is distinguished by zeal and energy, not relishing the sight of empty benches, paid a visit to the Common School, and transferred a promiscuous crowd of children from the Common School to the Grammar School. In this way, his house was filled—if nothing else was accomplished. Of those on the roll, I was obliged to reject a considerable proportion as unqualified to pass the entrance examination. In Latin, none of the pupils on the roll were further advanced than Harkness' Arnold, except two boys. As the mass of the pupils had been only a short time in the Grammar School, their Latinity was, as might be expected, of a very infantile description. But it is really a serious question: what proportion of a mixed multitude, gathered into a Grammar School in the manner described, will ever become classical scholars, in any proper sense of that expression? I do not profess to look with much horror on the operation performed by the Grammar School master at Lindsay, though certainly it is not one of which I approve. Even Grammar School masters are but men; and if you make it a person's interest, or the interest of the institution with which he is connected, to pursue a certain course, which may not be the best, and then ask me to sit on the jury that is to try him for taking that course, I say: Not guilty.

4. When Dr. Crowle, a more than usually accomplished teacher, to whose general merits I bear willing testimony, ascended the throne, as Grammar School master and Principal of the Union School at Bowmanville, the Grammar School was in a languishing state. Plato, in one of those occasional myths which contribute to the charm of his dialogues, tells us that Plenty was the son of Poverty and Planning. Poverty, once upon a time, went, cold, hungry, and in rags, to a feast of the Gods, to see what she could pick up. There, while lingering on the outside of the banqueting hall, she fell in with Planning, who made her his wife, and of their union Plenty was the fruit. Dr. Crowle, perhaps remembering Plato, and looking wistfully to the Grammar School Fund—that feast of the Gods, in the estimation of starveling Grammar Schools—appears to have followed out, though not in the same wholesale manner, something of the "plan" which I have mentioned as having been adopted in the Lindsay School. In October, 1864, the number of classical pupils on the roll, for the current term, was only 12. In June, 1865, after Dr. Crowle's appointment, it had risen to 29; and, when I visited the school in March, 1866, at which time the statute providing for the apportionment of the Grammar School Fund on the basis of attendance had come into operation, it had sprung up, by one great bound, to 60. Of those on the roll at the last-mentioned date, I was obliged to reject a considerable proportion as unqualified to pass the entrance examination; and the following quota-



tion from my volume of Reports for 1866 will show the light in which the policy that had been pursued, appeared to me at the time:—"The number of classical pupils is very great. I told Dr. Crowle that I was strongly of opinion that a large number of those studying Latin, both boys and girls, ought not to have been put into Latin. I am convinced that the pecuniary interests of the school have been consulted at the expense of the real profit of the pupils." If I am not mistaken, Dr. Crowle himself would now admit that the view taken in my Report was correct.

These may serve as illustrations of the manner in which, through the union of the Common and Grammar School Boards, pupils are unnaturally forced into the Grammar Schools and induced to learn Latin, without any consideration of their fitness for the study, or of the suitableness of the study for them: a state of things under which it is inevitable that a large amount of the classical work held forth as going on in the Grammar Schools must be a miserable false show.

#### *E.—Apportionment of the Grammar School Fund.*

The evils which have manifested themselves in the Grammar Schools, while resulting in part from the statute authorizing the formation of United Common and Grammar School Boards, are due, also, in some measure, to the clause in the amended Act which determines the principle on which the Grammar School Fund is to be apportioned, and to the regulations of the Council of Public Instruction on the same subject.

1. The law provides, generally, that the Fund shall be apportioned on the basis of daily average attendance. In making up the daily average for the several schools, account has hitherto been taken, under a special regulation of the Council, of the attendance of girls studying Latin, but not of those studying French and the English branches merely. This has the twofold disadvantage of being inequitable, and of affording encouragement to a course of study which is not the most suitable for girls. In illustration of the manner in which the regulation works, let me compare the Oshawa and Whitby schools with that at Port Hope. In the Oshawa school, when I visited it on the 16th of May last, I found on the roll 78 classical pupils, of whom 38 were boys, and 40 girls. In Whitby, on the 15th of May, there were 80 classical pupils on the roll. I did not note down the number of girls among these; but the proportion of girls to boys was, at least, as great as in Oshawa. In Port Hope, which I visited on the 1st March, there were on the roll 42 classical pupils, of whom 38 (exactly the same number as in Oshawa) were boys. If therefore, the attendance of boys alone were reckoned, the three schools mentioned would be entitled, for 1868, to about equal grants from the Grammar School Fund. But if the attendance of girls studying classics be taken into account, the grant to Port Hope will fall greatly below the grants to the other two schools. This is not equitable. It may, perhaps, be said, ought not the Whitby and Oshawa schools to be remunerated for the education of girls as well as for that of boys? I answer, certainly; but girls are educated in the Port Hope school, too. All of the schools are Union Schools; and in each of them there is a large number of girls qualified, as far as age and ability to pass the preliminary examination are concerned, to enter the Grammar School Division. The difference is simply this: that, in Whitby and Oshawa, the influences to which the girls are subjected induce them to pursue a course of classical study; while in Port Hope, the influences to which they are subjected induce them to take a non-classical course. The question, therefore, is not whether Grammar Schools should be remunerated for the education of girls; but whether they should be remunerated for the instruction of girls in Latin, and not remunerated for instructing them in French and English. In my opinion, a non-classical course is the most suitable for the generality of girls; and, therefore, I look upon the Port Hope school as suffering, in a pecuniary point of view, for doing what is right.

2. Another objection to the present plan of making the apportionment, is that in many instances, it puts serious obstacles in the way of the efficiency of the Grammar Schools. I have shown, by the examples of the schools at Consecon, Cayuga, Lindsay and Bowmanville, how the natural desire of Grammar School masters and Trustees to secure an ample share of the Grammar School Fund has the effect, particularly where the Common and Grammar School Boards are united, of forcing into Grammar Schools multitudes of boys and girls, who rank as classical pupils, but from whom nothing more than a nominal study of Latin can be expected. Where the movements of a school are clogged by the presence

of such materials, its efficiency must necessarily be greatly impaired. They not only get little good themselves, but, like weeds in the field, they hinder others from getting good.

3. It seems plain, therefore, that, in the distribution of the Fund, the attendance of girls studying Latin ought not to be more highly estimated than the attendance of those who study French and the English branches merely. The recognition of this principle would remove the objection, on the score of equity, which attaches to the present system, and would also deliver girls from the undue pressure—or, let us say, “moral suasion”—which is at present so generally exercised to induce them to take Latin. While they would be at liberty to take Latin if they chose, neither Trustees nor masters would have any end to serve, by driving them into a line of study for which they have no inclination, and on which it is commonly a mere waste of time for them to enter.

4. Here of course, it will be urged that equity knows no distinction of sex; and that, if the attendance of girls who do not study Latin, is entitled to rank on a par with that of girls who do, the attendance of girls, whether belonging to the one class or the other, should be reckoned as of equal value with that of boys; and, therefore, that the Fund should be distributed in strict proportion to daily average attendance, whether the pupils in attendance be male or female. This plan has the merit of being simple; and it carries such an appearance of justice, that persons unacquainted with the elements that constitute the real difficulty of the problem under consideration will be ready to look upon it with favour. But I believe that, if adopted, it would lead to grievous abuses. Under the regulation of the Council, which admits girls to the Grammar Schools for the study of French without Latin, floods of little girls would be poured into those Grammar Schools which are least worthy of support; Green's Ollendorf would be put into their hands; and they would be reported as pupils in French.

5. A return to the old method, of first distributing the Fund among the different counties in proportion to population, and then dividing the sum falling to the share of a particular county among the Grammar schools in the county, is not, in my opinion, to be thought of. Such a plan would leave wholly untouched the inducements which at present exist, for the introduction of unsuitable pupils into the Grammar Schools. Besides, it seems unreasonable, that if two counties, M and N, have the same population, but M has three Grammar Schools, and N only one, the single school in N should get thrice as great a revenue from public sources as any of the others, while perhaps it is far behind them, both in attendance and general character.

6. I have come to the conclusion, after having devoted much thought to the subject, that, until *educational results* are combined with *attendance* as the basis of apportionment, it will be impossible to devise any scheme of distribution, that shall not be open to grave objections. More than a year ago, you asked me to consider whether results might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the grants to be made to the several schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools. But I feel no doubt that, if the Provincial Legislature were willing to make an additional annual grant of one thousand or eleven hundred pounds for Grammar School inspection, or if such a sum could properly be deducted from the Grammar School Fund, a system of inspection could be organized, that would make the blood flow in a new style through every limb of the Grammar School body, from Windsor to L'Orignal, and from Owen Sound to Port Rowan, and which, at the same time, while leaving several perplexing questions to be settled on their own merits, would render a just and right apportionment of the Grammar School Fund possible.

#### F.—*Proposed new System of Inspection.*

1. In round numbers, there are one hundred Grammar Schools in the Province of Ontario. These might be divided into three groups, having London, Toronto, and Ottawa, respectively, as their centres, and each group put under the charge of an Inspector. The services of three District Inspectors would thus be required.

2. Each of the District Inspectors would visit all the schools in his group thrice or (if that should be found impossible) twice a year; and, at each visit, he would make a thorough individual examination of the pupils present; the examination being conducted (where the nature of the subject and other considerations permitted) in writing. The



Inspector would prepare a statement, according to a prescribed form, of the values of the answers received by him ; and would, upon a conjunct view of the whole, determine the position of the school in what may be called the scale of educational merit.

3. A certain point should be fixed upon, as the zero point in the scale of educational merit ; and no school, failing to obtain a position above the zero point, should be entitled to any allowance from the Grammar School Fund. This regulation would probably lead to the shutting up of several of the schools which have been established in localities where no real demand for Grammar School education exists ; and a considerable saving of the public money might thus be effected.

4. The Fund at the disposal of the Chief Superintendent should be distributed among the schools which had a position assigned to them above the zero point ; the apportionment proceeding, according to special regulations, on the two-fold basis, of the daily average attendance at the several schools, and of the place they had obtained in the educational scale.

5. An examination conducted by a single Inspector, however high his character and qualifications might be, would be very liable to question or suspicion ; especially where the principal part of the income of a school, perhaps the very existence of the school, depended on the Inspector's report. To prevent, therefore, perpetual jarrings, it seems indispensable that there should be some provisions for guarding against the possibility of error or partiality on the Inspector's part, and satisfying reasonable public anxiety as to the correctness of his decisions. In University examinations, it is common for two Examiners to be associated together. This gives confidence in the verdicts rendered. An arrangement exactly in this form would not be possible, and, in some respects not desirable, in the case of our Grammar Schools. What I propose, therefore, is, that, besides the three District Inspectors, there should be a General or Principal Inspector, with whom the others should communicate, and to whom they should in a certain sense, be subordinate ; he himself, of course, being responsible to the authority appointing him.

6. It would be the duty of the Principal Inspector to take a general management of the work of Grammar School Inspection, so as to secure that it should possess, as far as possible, a character of unity throughout the Province. He would advise with the District Inspectors in regard to all details of their work, in which his council or co-operation could be of service. He would receive from the District Inspectors their Reports, showing the places assigned to the various schools in the educational scale, together with the written papers on which these Reports were founded. He would examine, at his discretion, and as extensively as circumstances allowed, the written papers so received, and compare his own estimate of them with that of the District Inspectors ; and in the event of any material difference between himself and a District Inspector, he would correspond with the District Inspector on the subject. In this way, a powerful and honorable stimulus would be furnished to the District Inspectors to a careful discharge of their duties, and perfect and universal confidence would be produced in the correctness of their classifications.

Such, in barest outline, is the plan that I would suggest for the Inspection of the Grammar Schools. It will be time enough to deal with minute details when there is a prospect of the proposal being favourably regarded by the Legislature, and of the necessary funds being obtained. The scheme may very probably be judged to be of too large a character for the Province of Ontario, in present circumstances ; but our choice lies, I believe, between some such scheme on the one hand, and incurable disorder and chronic difficulties in the Grammar Schools on the other. On general grounds, a plan of the nature of that which I have proposed, would be desirable, altogether apart from special sources of trouble ; for, as you do not need to be informed, no educational principle is either more evident in itself, or more thoroughly established by experience, than this,—that the efficiency of a system of schools cannot permanently be maintained—whatever other conditions of success be present—without regular and searching inspection ; inspection, whose results are made public, and which is attended with financial consequences.

#### G.—*Union Schools.*

If the method of Inspection at present in force is to remain unchanged, and the apportionment of the Grammar School Fund is to continue to be made on the basis of attendance simply, it seems plain that an alteration in the law which authorizes the formation of Union Boards must be contemplated.



Where the Fund is apportioned on the basis of attendance simply, the temptation to manage the Union School machinery, so as unduly to swell the nominal attendance in the Grammar Schools, is so great that no class of men should be left exposed to it. The interests, therefore, of genuine Grammar School Education, and the interests—still more important—of advanced Common School education, agree in demanding that the law which provides that Common Schools may be united to Grammar Schools should undergo revision. In too many instances, a Common and a Grammar School, united to one another, are like Siamese twins, whose connection is inconsistent with the play of free, healthy, natural life in either. Of course, I do not mean that any change in the law regarding Union Schools should be made hastily, or without regard to existing arrangements. I would not separate the twins with a butcher's cleaver. Union Schools have established themselves so extensively throughout the Province, that a rude interference with them would convulse the whole Grammar School system. But, through wise legislation, the formation of Union Schools in future might be prevented, and influences might, perhaps, be brought into play which, in a gradual and easy manner, would lead to a dissolution of Unions at present existing.

With more complete arrangements for the inspection of the Grammar Schools—arrangements that would reach results, with sufficient accuracy to enable results to be used, in connection with attendance, as the basis of the apportionment of the Grammar School Fund, and that would render mere numerical strength, without attainments, of little account—the temptation to draft unsuitable pupils from the Common School into the Grammar School would be very much taken away. And thus also, the other great evil which has been shown to grow so frequently out of the Union of the Common to the Grammar School, namely, the degradation of the Common School, would be lessened; for, in proportion as the Grammar Schools restrained themselves from plundering the Common Schools, the instruction given in the Common Schools would become of a higher type.

#### H.—*Girls in the Grammar Schools.*

In the sketch which I gave of the direction in which the Grammar Schools are drifting, I referred to the great influx of Girls into the Grammar Schools. Out of 102 schools which were in operation during 1866, 85 were mixed schools, that is, schools open to both boys and girls; and in the mixed schools, taken as a whole, though girls have the option of studying French without Latin, the daily average attendance of girls studying Latin, was to that of boys in the proportion of about 3 to 5. This phenomenon will be admitted to be worthy of attention.

In my Report for 1865, referring to the co-education of the sexes in the Grammar Schools, I stated, that, in schools conducted by teachers possessing weight of character, I had no reason to believe that the general moral tone of the pupils was injuriously affected by boys and girls being taught together. This is my opinion still. But, out of the hundred Grammar School Masters in the Province, some of them young and inexperienced, it is certain that individuals will here and there be found, who are destitute of the weight of character requisite for conducting a school in which girls of 15, 16 or 17 years of age, may be associated with boys of the same ages. For this, among other reasons, I cannot look upon the great influx of girls, that has recently taken place, into the Grammar Schools, as affording no ground for concern. I desire to treat this subject now, as I did last year, in the most temperate manner. I have not taken up the trumpet of the alarmist. An outcry, based on anything that I have witnessed, would be unwarrantable. In none of our mixed Grammar Schools did a single breach of decorum fall under my observation during the past year; and in many of them the appearance of the girls was very pleasing. But I must avow, nevertheless, that my feeling is in favour of the education of grown-up girls apart from grown-up boys, wherever that is practicable. The risk of moral injury resulting in carelessly conducted schools, from the co-education of the sexes, though it may be easily exaggerated, is an element that cannot be neglected. Schools, it may be said, ought not to be carelessly conducted. True. But *what ought to be* and *what is*, are different things. We live in a world, where, if we expect always to find things as they ought to be, we are likely to be disappointed. It is not so much, however, any gross and palpable departure from the ordinary moralities, that is to be feared in mixed schools, as the loss of the higher moral refinements. I can hardly describe what I wish to indicate;

but every one will understand it, who has been accustomed to associate with cultivated women :—an ever present delicacy, married to an intelligence which at once strengthens it and liberates it from constraint. That the atmosphere of the generality of our mixed Grammar Schools is favourable to the growth of this, the flower of all female accomplishments, I do not believe.

As it is principally in the United States that the experiment of co-education has been tried, I was anxious before giving in this Report, to examine all the more important testimonies that have been published, in regard to the working of the co-educational system there. I have not been able, however, up to this time, to obtain a sufficient amount of exact information, to warrant me in thinking that a summary of the documents which I have consulted would be of any material value. I shall therefore merely refer to three distinguished witnesses. A weighty authority on the side of the mixed schools of the United States, is De Tocqueville, member of the French Institute, and author of the well known work on "Democracy in America." On the other side we have the Rev. James Fraser, who was deputed by Her Majesty's Commissioners of Education, to inquire into the Common School system of the United States and of the Provinces of Upper and Lower Canada, and whose Report to the Commissioners has recently been published. Mr. Fraser says : "There is one point, however, directly connected with the American School System and their general theory of education, of the effects of which I entertain great doubts. I refer to the effects on the formation of individual character, and the general social influences of mixed schools, and particularly of the theory and practice adopted in America on the subject of the education of girls." Probably the most eminent name in the United States, which has been brought forward on the side of the co-education of the sexes, is that of the late Horace Mann. From an examination of some of his works, I am not disposed to attach much importance to his opinion. He is no doubt an eloquent writer. I am aware that he is very generally regarded as an authority on educational subjects. His views on education, are, in many instances, both admirable and well-expressed, but what I have read of his writings has not impressed me with the conviction, that he had the disciplined, unprejudiced, sober mind, necessary for dealing with a question like that of the co-education of the sexes. On the whole, with my present light, I put faith in Mr. Fraser.

Considerable alarm has been created in various quarters by official documents, from which it has been inferred that the Grammar Schools may possibly be shut against girls ; and I have been urged to bring under your notice certain reasons why such a course should not be adopted. It is alleged that the Common Schools are, in many parts of the country, over-crowded ; that the teachers in such schools, being frequently engaged (or "hired," as the elegant expression is) from considerations of economy rather than of fitness, are incompetent to give their pupils a good English education ; that, even if they were competent, they would be unable, from the large number of young children whom they have to teach, to pay proper attention to the more advanced pupils ; and therefore, that, if girls were denied admission to the Grammar Schools, parents, particularly in the rural districts, who were anxious to give a good education to their daughters as well as to their sons, would have no means of gratifying this natural and laudable desire. These considerations seem to merit attention. I doubt whether in existing circumstances, girls could obtain, anywhere else than in the Grammar Schools, the education which the highest interests of society render it important that they should receive. While my own feeling is, that it would be better for them to pasture, if they had the opportunity, in separate Academic fields, I would not, while they are without such opportunity, debar them from sharing the pastures of the boys. Only—the yoke imposed by circumstances should be accepted as something to be thrown off at the earliest opportunity. In all things, it is beneficial to keep a good ideal in view. Though we may not be able to realize it at once, the time may come, and perhaps come soon, when we shall be able to do so. The thought and expectation in the minds of enlightened men, of an improvement at present out of reach, hastens its advent.

I have the strongest possible impression, that the study of Latin by the great majority of the girls, who are at present taking the classical course in our Grammar Schools, is a waste of time. I have the same impression in regard to a large number of Grammar School boys. I am not prepared, however, to suggest any alteration in the programme



of Grammar Schools studies. It would be useless for me to attempt anything in that direction, until I had some idea whether there was a likelihood of a new system of inspection being adopted. The introduction of a scheme of inspection such as I have sketched above, would almost necessarily be accompanied with a revision of the programme of study. Could we learn anything from the High Schools for English and the High Schools for Latin in the United States?

My apology for the unusual length, to which this report has extended, must be found in the importance of the matters which it discusses, and in the extraordinary features which the Grammar Schools are at present exhibiting.

I have, &c.,

(Signed)

GEORGE PAXTON YOUNG.

## 2. REPORT FOR 1867.

*Toronto, 24th July, 1868.*

SIR,—In January last you gave me authority to inspect, in addition to the Grammar Schools in the Province of Ontario, such Common Schools as it might be in my power to visit. I have thus been enabled to get some insight into the condition of the Common Schools, as well as of the Grammar Schools; and in these circumstances, it seems to me, that as I have now ceased to hold the office of Grammar School Inspector, I ought not to confine myself in my present report, which is properly the report for 1867, to the information which I obtained in the course of that year, but should make use also of the facts which fell under my observation during the first half of the year 1868, and should devote the Report, as the last official communication which I shall have the honour of submitting to you, to an exposition of my views on our school system as a whole.

### I. A CLASSICAL COURSE OF STUDY UNSUITABLE FOR THE GREAT MAJORITY OF THE PUPILS ATTENDING THE GRAMMAR SCHOOLS.

I have in former reports expressed the opinion that, for a large number of the pupils, male and female, attending our Grammar Schools, a classical course of study is utterly unsuitable. My convictions on this point remain unchanged; and, as I believe that the prevalence of a nominal study of Latin, is a main hindrance to the establishment of a good system of advanced school education, I feel it to be my duty once more to put on record my protest against the practice of obliging multitudes of boys and girls to learn Latin, who, as far as any special benefit, which they are to derive from that language, is concerned, might almost as well be set to learn Chinese. I do not undervalue classical study, nor have I any wish to banish it from our school system. On the contrary, I agree with those who consider the languages and literature of ancient Greece and Rome to be the most perfect of all educational instruments; and it would, therefore, in my opinion, be most unfortunate, were the means of obtaining a classical education not provided from public sources, for those whose views and opportunities and tastes incline and enable them to become classical scholars. But in our Grammar Schools there are multitudes of children who have no object in prosecuting a classical course of study, and whose circumstances and views in life render it perfectly certain that they will never become classical scholars in any proper sense of the expression. These children ought not to be compelled or induced to enter on the study of Latin. There are persons who have such a reverence for the ancient languages, that they consider even a little Latin to be a most useful thing,—so useful as to warrant the expenditure of a great deal of time on the acquisition of it. But with such a view I have not the slightest sympathy; and I am confirmed in my rejection of it by observing that, in the discussions at present going on in Great Britain, regarding a liberal education, the arguments employed by the most intelligent and unprejudiced advocates of a classical course of study, possess weight only in reference to pupils who do not confine themselves to the mere rudiments of Latin or Greek, but attain to some familiarity with Latin or Greek literature. It may be useful to advert, in illustration of this



to the arguments in favour of Latin and Greek, as part of a liberal education, which were employed by Mr. J. S. Mill in his inaugural address delivered to the University of St. Andrews.

The study of the classical languages, by introducing us to a form of life, very noteworthy in itself, and at the same time widely different from our own, is fitted to prevent the intellectual narrowness which men are apt to contract from dwelling in too limited a sphere of thought and manners. Again, in these languages, we read history in its original sources; and it is important, that in some instances at least, we should go for our knowledge of history to the fountain head. Still further, the writings which form the body of classical literature—writings like those of Thucydides, Plato, Aristotle, Demosthenes, Horace, Tacitus, Quintilian—possess, for the purposes of education, a marked and decisive superiority over any modern works. These are three of the arguments on which Mr. Mill mainly relies, in support of his conclusion that classical study should be allowed to retain the place it has long held in a liberal education; and I have grouped them together, in order at once to dismiss them, as manifestly inapplicable to the class of pupils whom I wish to deliver from the yoke of a pretended study of Latin and Greek. It would be simply mockery to speak of such pupils having their minds redeemed from narrowness through familiarity with the life and thought of ancient Greece and Rome, or ascending to the fountains of history, or receiving a large culture through their appreciative study of Thucydides and Horace. The literal truth is, that many of them waste months, and even years, on such sentences as “the fox will frighten the boy,” or “on the tops of the mountains the cold is so great that the snow never melts,” or on sentences of not much higher import, and then leave school to think of Latin no more for ever.

Only two other arguments, in addition to those which have been stated, are employed by Mr. Mill in his defence of classical study. The first is, that translation from one language into another, especially from a language like Latin into one like English, is a valuable exercise, both by the command of verbal expression which it gives; and also, and still more, by its being fitted to correct the natural tendency to mistake words for things. The second is, that the regular and complicated structure of the Latin and Greek languages makes the study of them, considered simply as languages, and apart altogether from what may be termed the content of their literature, a peculiarly admirable logical discipline. The force of these considerations I have no wish to underrate. I must remark, however, that, in the case of pupils who never make such progress in Latin as to be called to grapple with sentences of any difficulty, the advantages referred to are experienced in only a very slight degree. Translation from Livy into good idiomatic English is a splendid exercise; but it is not a splendid exercise, to translate the sentences in Harkness' Reader. In like manner, the logical value of a thorough and intelligent analysis of the more complicated paragraphs of Cæsar is undoubtedly very great; but only a small proportion of the pupils in our Grammar Schools ever arrive at anything like a capability of thoroughly and intelligently analysing the more complicated paragraphs of Cæsar. I admit that even those pupils, whose classical studies are limited to Harkness' Books, have their logical faculties in some measure awakened and improved through the analysis of the sentences with which they are called to deal. But the benefit, which in this respect they derive from the study of Latin, is not remarkably great. It is not greater than they might derive from the study of English, were English properly taught.

I trust that I have not left you in any doubt as to my reason for thus referring to the arguments of Mr. Mill. These arguments, which involve, in substance, every thing that can be said in favor of a classical education, except, perhaps, that Latin is one of the main roots from which our English language has grown, I have no desire to refute. I entirely agree with them. But I wish you to consider how the practice of dragging every boy and girl, who can possibly be got hold of, into the Grammar Schools, and virtually compelling them to learn Latin, appears in the light of the reasonings of one of the most accomplished living advocates of classical study. The inevitable result of that practice is to fill the Grammar Schools with children, a large number of whom are certain never even to profess to learn more than the rudiments of Latin. Well, you read Mr. Mill's arguments, and you apply them to the boys and girls of whose classical studies Harkness' Books (we shall say) form the superior limit, and—you feel that the whole thing is ridiculous.

I regret that I cannot, in illustration of the character of the pupils with whom many of our Grammar Schools are filled, unroof before you a large number of the schools, and let you see with your own eyes what I have seen. But I must endeavour to give you some imperfect glimpses, which may help you to imagine what sort of classical learning is flourishing in not a few of our public institutions:—

1. I visited the Grammar School at Ancaster on the 7th May, and on the 18th November, 1867; and again on the 18th March, 1868. On the first of these occasions, there were 21 pupils on the roll, all in Latin. The highest class consisted of three boys, who were reading such sentences as, “he will praise true greatness of mind.” At my second visit, there were in connection with the school, thirteen pupils, all in Latin. They were in one class, and it is enough to say, that the lesson for the day was a revisal of the opening lesson of Harkness’ Arnold. Some of the pupils had gone as far as the 19th lesson. At the date of the third visit, eighteen pupils, all in Latin, were on the roll. Two of these were a little more advanced than the others; and the best of the two—the Captain of the school—was reading, and reading badly, such sentences as, “*naturæ convenienter vivimus.*” In fact, his translation of this sentence was, “we live conveniently to nature.” By this simple statement, especially when I add that I believe the master to be a competent and faithful teacher, most people will be satisfied that a classical school at Ancaster might be dispensed with;—though I suppose that there are persons in that village, who think that it would be a dreadful thing, were the Chief Superintendent to rob their children of the opportunity of becoming acquainted with the literature and mode of life of the ancient Romans, and of qualifying themselves for ascending to the sources of history.

2. I inspected the Grammar School at Gananoque, in the spring and in the autumn of 1867, and again in the spring of 1868. The following table will give a general view of the state of the school at these seasons, respectively:

| Date of visit.            | Classical Pupils on the Roll for the term. | Classical Pupils sufficiently advanced to begin Cæsar. |
|---------------------------|--------------------------------------------|--------------------------------------------------------|
| 29th March, 1867.....     | 14 boys and 28 girls.....                  | None.                                                  |
| 17th September, 1867..... | 19 boys and 18 girls.....                  | None.                                                  |
| 5th March, 1868.....      | 23 boys and 24 girls.....                  | Four.                                                  |

It will be observed, that neither in the spring nor in the autumn of 1867 were any of the classical pupils far enough advanced to begin Cæsar. This, however, conveys a very imperfect idea of the rudimentary character of their Latinity. I must, therefore, be a little more definite. In March, 1867, the most advanced class consisted of 12 girls and 3 boys. They had gone as far as the 24th exercise of Arnold’s 2nd book, but, having found the idioms difficult, had been put back, and were reading such sentences as, “the mother was praising her daughter.” Six months later, in September, 1867, the most advanced Latin class consisted of four girls and a boy. Observe here, first of all, that the class of fifteen pupils, who were struggling with the elements of Latin in March, had almost entirely melted out of existence before September. Ten pupils, out of fifteen, after frittering away much precious time in going through a form of classical study, had left school, sufficiently accomplished in the Latin language to be able to translate, and imperfectly construe, sentences a little more difficult, perhaps, than that of which the translation is given above. But what was the proficiency of the five pupils, who remained to form the advanced class in September? The master told me that they were about to begin Cæsar; but, from examination of them, I was satisfied, as my volume of reports for 1867 will shew, that they were not prepared to take up such an author. One of the five could not go through the future indicative of the verb *condere*; another could not go over the present indicative of the very *facere*; and none in the class knew the future indicative of the verb *ire*. The master satisfactorily accounted for their deficiencies by the irregularity with which they had attended school. On my return to Gananoque, in March, 1868, I found a class of four girls in Cæsar. The boy, who was in the advanced class in September, 1867, had disappeared from the scene. The girls acquitted themselves, on examination, in a creditable manner. The other Latin pupils were at a most elementary stage of their studies. Now, is it possible for any man of intelligence to look at this state of



things, and doubt that it is forced, unnatural and absurd? Let it be distinctly understood, that I impute no fault to the teacher. He is a gentleman of ability, fully qualified for his duties, and faithful in the discharge of them. But there is no genuine demand for classical education in Gananoque. The boys in the village for the most part leave school at a very early age, to work in manufacturing establishments. Such materials, though they may be thrown into the Latin mill, for the purpose of increasing the revenue of the school, cannot be ground into classical scholars. The girls, generally, have it in their power to remain at school for a longer time. But, with the mass of the girls, as with the mass of the boys, the study of Latin is a merely nominal thing; and as respects even the best of the girls, I hold that the time which they are made to squander on sapless Latin technicalities, might be employed to infinitely greater advantage in studies that possess a vital interest, and that, instead of being swiftly and gladly consigned to oblivion, as soon as school is left, would prove the commencement of a new direction to the life.

Of course, I do not mean that all the Grammar Schools in the Province are in as low a state as the school at Ancaster, or surrounded by circumstances so unfavourable to classical learning as the school at Gananoque. For the purposes of illustration, it is sometimes necessary to refer to extreme cases—cases that admit of no cavil or evasion. But I take the responsibility of saying, that there are many of our Grammar Schools in which, from one cause or another, a large number of the pupils, who are enrolled as studying Latin, are as far removed from all reasonable likelihood of doing any thing more than dipping the soles of their feet in the waters of classical learning, as the boys and girls in Ancaster and Gananoque. I have the conviction, not based (I admit) on an exact examination of minute statistical details, but forming part of the general impression which my visits to the Grammar Schools have left on my mind, that a classical course of study is unsuitable for at least seventy-five per cent. of the pupils studying Latin in our Grammar Schools. It seems to me that such a curriculum ought not to be undertaken by any who are not likely to proceed far enough to read an author like Virgil with some measure of appreciation. This principle, if admitted, would certainly sweep out of our Grammar Schools more than the proportion which I have mentioned, of the classical pupils now attending these institutions. For girls, especially, I consider a classical curriculum to be, in ordinary cases, most undesirable. They are no doubt as capable as boys of learning Latin. But a so-called classical education, consisting of little more than a few grammatical technicalities, while it is a miserable education for either boys or girls, is especially miserable for the latter; because, in the first place, it can by no chance become of practical benefit to them in life; and, in the second place, it swallows up the principal opportunity of intellectual cultivation which they are likely ever to possess. Boys who obtain no culture at school may, perhaps, if their minds are of a vigorous order, gather a considerable measure of it afterwards in their intercourse with the world. But the sphere of women is more retired than that of men. Hence, if girls leave school without the beginnings of culture, there is the greatest danger of their remaining uncultivated all their lives. What a pity, then, that so many of our Grammar School girls should be sacrificed on the altars of the classical Divinities! How miserable, that, instead of being fed with what would nourish and beautify their minds, they are compelled to gnaw at the bare bones of elementary Latin forms! What a benefit it would be, to girls even more than to boys, if the pretence of Latin, in the case of those with whom it is really nothing more than a pretence, were swept away as rubbish, and the ground cleared for the introduction of something worthy of the name of education!

## II. DEFECTIVE CHARACTER OF THE ENGLISH EDUCATION FURNISHED IN OUR PUBLIC SCHOOLS.

Before proceeding to sketch a curriculum which I would substitute for Latin and Greek, in the case of those pupils for whom I consider the study of classics unsuitable, I must refer to the low character of the English education at present furnished in our Public Schools. And let me say at once, passing over all minor points, that in a very large number of our Common and Grammar Schools, even of those in which superior educational results might be looked for, many of the most advanced pupils, at an age when they ought to be able to go forth and reap the whole harvest of English literature, are unable to read



a page of an ordinary English author with intelligence. It will, I presume, be admitted, that, whether our higher school pupils learn Latin or not, they ought at any rate to learn English. A girl, sixteen or seventeen years of age, has not, in my opinion, been decently educated, even though she may have been dragged through the whole, or a portion, of Harkness' Latin Books, if she cannot sit down and read a few pages of Cowper's Task, or a few pages of Thomson's Seasons, with a clear apprehension (making allowance for exceptional difficulties) of their meaning. But this is what many grown girls, who are wasting their affections on Harkness in our Grammar Schools, cannot do. Again and again, during the last six months, when I have met with classes of young ladies unable to attach any ideas to common English sentences, and ignorant even of the signification of common English words, I have felt grieved indescribably. If girls leave school unable to read an English author intelligently, the result will be that, in their own homes, they will not spend any portion of their time in useful reading. They will occupy their leisure evening hours in mere frivolity, or, if driven occasionally to have recourse to books, they will take up, for the sake of vulgar sensation, some silly novel, which makes no demand on the thinking faculty, presents no true picture of life, and, instead of adding to the riches of the mind, exercises a deteriorating influence. Such a result as this, in the case of girls of average ability and character, would, I am persuaded, under a proper educational system, be the exception and not the rule. I am afraid that at present it is as often the rule as the exception.

As an illustration of the evil which I am endeavouring to describe, I will take a school, which is not by any means of the poorest class, and which is conducted by a master of much more than ordinary ability and zeal. On the 11th of June 1868, there were on the roll of the Grammar School at Picton, 26 boys and 32 girls, all studying Latin. A considerable number of the girls were young ladies, whose school education must have been near its close—young ladies sixteen, seventeen, or eighteen years of age; some of them perhaps even older. The boys, with one exception, were a good deal younger. Once a week, the Grammar School pupils and the two upper divisions of the Common School, which is united with the Grammar School, under the Principalship of the Grammar School Master, are brought together for the purpose of reading passages in English, which have been previously selected and studied. I mention this to show that the study of English is not neglected in Picton; the truth being that more attention is paid to English in that village than in most other localities which I have visited. The weekly English recitations to which I have referred are fitted to be very beneficial. I had an opportunity of witnessing one of them, and was amused with the spirit which some junior boys, in particular, threw into a simple dialogue which they rendered in character. The manifest interest which the little fellows took in the exercise was a proof, if I had needed any proof, of the charm with which lessons in English may be invested under a master who understands his business. But the point to which I wish to come is, that, in spite of the measure of attention paid to English in Picton, and notwithstanding the ability of the Principal of the school, the incapacity of the pupils to interpret any English sentences presenting a shadow of difficulty was strikingly exhibited. For instance, one of the pieces recited in my hearing was the poem of Mrs. Hemans, entitled "The Graves of a Household." The whole thought and sentiment of the poem lie in the last two lines:—

"Alas for love, if *thou* wert all,  
And nought beyond, O earth!"

The idea that human affection would be a poor thing if man's existence and love were limited to the present life is not so profound, nor is it expressed by Mrs. Hemans in so abstruse a manner as that properly educated girls—sixteen, seventeen, or eighteen years of age—should have any difficulty in comprehending it; and yet it was comprehended by not one girl in the Picton School. Not one of the intelligent young ladies present—and when I say *intelligent*, I am speaking without the slightest irony—could tell to what the pronoun "*thou*" refers. The master called up in succession about half-a-dozen of those whom he considered most likely to be able to solve the problem, but they all failed. Several of them expressed the opinion that "*thou*" refers to "*love*." I asked them—Did Mrs. Hemans mean to say,

Alas for love, if *love* were all?

They saw that this was nonsense; but even then they were unable to point out the refer-

ence of the pronoun, or to give any indication of the meaning of the lines. Another piece recited was Eliza Cook's poem on "An Old Arm Chair," in which the line occurs,

"Say it is folly, and deem me weak."

Not a boy in the school, except one, who (I believe) had been a Common School teacher, knew the meaning of the word *deem*. This may seem to you incredible. It would have seemed incredible to me a short time ago. But I have discovered that a deep and widespread ignorance of the signification of English words prevails among even the advanced pupils in many of our Grammar Schools. I have met with grown girls who, after reading Mrs. Sigourney's stanzas on the "Coral Insects,"

"Who build in the tossing and treacherous main,"

could not tell me what the *main* is. It was by no means uncommon to find grown girls who had only partially correct conceptions of the force of the epithet *treacherous* applied to the main. Comparatively few Grammar School pupils have been able to explain to me the term *circumscribed* in Gray's *Elegy*—

"Nor circumscribed alone

Their growing virtues, but their crimes confined ;"

and still fewer to attach any idea to the phrase *loose revolving* in Thomson's description of a snow-storm—

"In his own loose revolving fields the swain  
Disastered stands."

I was informed by one Grammar School pupil that a *swain* is a species of bird ; and a considerable number of the young ladies whom I had the privilege of examining considered the term to be synonymous with lover, though they were rather in the dark as to what the lover could be about, when he was standing disastered in his own loose revolving fields.

The ignorance of their own language, manifested by the pupils of our Provincial Schools, enables me to understand what earnest writers on education are beginning to discover and to proclaim regarding the state of things in other countries. The following passage from a lecture on English in Schools, by Professor Seeley, while it may serve as a confirmation of what I have been saying, will show how very serious, in the estimation of that distinguished scholar, is the defect I have endeavoured to describe. Professor Seeley's incidental allusion to Latin and Greek is worthy of notice in passing, particularly by those who are accustomed to assume that the best way of becoming acquainted with the English language is wholly to neglect the study of it for the sake of the ancient classical tongues. "I think that an exact knowledge of the meanings of English words is not very common even among highly educated people, which is natural enough, since their attention has been so much diverted to Latin and Greek ones. But the ignorance in this department of the class I have most in view, those who leave school at fourteen or sixteen, is deplorable. It is far more than a mere want of precision in the notions attached to words. It is far more also than a mere ignorance of uncommon and philosophical words. There is a large class of words in the language, originally perhaps philosophical but which have passed so completely into the common parlance of well-educated people, that they cannot now be called philosophical, but which remain to the class I speak of perfectly obscure. The consequence is that such people, in reading not merely abstruse books, but books in the smallest degree speculative or generalizing, constantly mistake the meaning of what they read. It is not that they understand their author imperfectly ; they totally misunderstand him, and suppose him to say something which he does not say. It is no wonder that such persons have no turn for reading ; in fact, it is scarcely to be wished that they should. But all this is plainly owing to the fact that they have never been taught English."

### III. ENGLISH HIGH SCHOOLS NEEDED.

It has been shown, that, for the great majority of the pupils who crowd our Grammar Schools, the study of Latin is unsuitable ; and also, that as a rule, the advanced pupils, male and female, in our public schools, fail to receive a decent English education :—for I will call no English education *decent*, which dismisses grown boys and girls from school unable to read ordinary English authors intelligently. It follows, that to bring our educational system into a right condition, it is not enough that an end be put to the unnecessary study of Latin ; a thorough reformation must at the same time be made in the



teaching of English. In fact, the evils which have grown to a head in our Grammar Schools, appear to indicate that the time has arrived for the organization of a different sort of schools from either the Grammar Schools or the existing Common Schools.

Children under thirteen years of age, who do not mean to take a classical course of study, have no educational wants which the Common Schools, properly conducted, are not fitted to supply. For children of thirteen and upwards, who have already obtained such an education as may be got in good Common Schools, it would, I think, be well to establish English High Schools:—a designation which I borrow from the United States, though unfortunately I have only a very vague idea of what the High Schools in the United States are.

I consider it essential, that in the admission of pupils to the High Schools, both age and attainments should be taken into account, in order, on the one hand, that these schools should not be flooded with small boys and girls, for whom the Common Schools are perfectly adapted, and on the other, that large boys and girls who have been inattentive or ill-behaved in the Common Schools should not become a burden on the High Schools, in whose business they are unfit to take part. Children, to be eligible to the High Schools, should be able to read with fluency, and to parse and analyse all sentences of an ordinary kind. It is surely not too much to expect such work as this from the Common Schools, and to require that children not meaning to study Latin, should remain in the Common Schools till they can do it. Those pupils for whom no higher education is desired, or whose circumstances in life compel them to leave school before they can attain to any thing higher, need never pass beyond the Common Schools.

1. *Study of the select works of good English Authors.*—It being assumed that such exercises as parsing and the analysis of sentences have been properly and fully attended to in the Common Schools, the pupil, on entering the High School, should proceed to the study of select works of good English authors; the object contemplated being not technical grammatical practice, but a mastery of the meaning of the writer, and, as far as possible, an entering into his spirit.

Of course, boys or girls of thirteen, even though they may have been well trained in the Common Schools, will be unable to read intelligently the more profound English authors. It will therefore be necessary, in the High Schools, to commence with easy and interesting books, of an objective character; and to pass gradually to what is more difficult. Here again I may quote from Professor Seeley. "The selection of the series of writers to be read in the classes is an important question. I should like to see it differing in different schools, but constant in some main features. You would naturally begin with what is most attractive to young boys, such as Macaulay's "Lays," Kingsley's "Heroes," Scott's "Poems and Tales of a Grandfather." You would put at the end of the course the older poets and the philosophical writers, but I should like to see introduced every where, about the middle of the course, Plutarch's *Lives*, in the translation, Pope's *Iliad*, and Worsley's *Odyssey*. I will undertake to say that the reading of these three books would more than counterbalance all that the boys might lose in the knowledge of antiquity by giving up the classics."

2. *Structure of sentences; Allusions; Figurative Representations; Signification of Words.*—As the pupil is now mainly concerned about what may be termed the literary content of the works with which he is engaged, nothing should be overlooked that can contribute to his perfect apprehension of the meaning of what he reads. Where peculiarities of construction present themselves, they should be cleared up, though it ought not to be necessary in ordinary cases to waste time on mere matters of syntax. Historical, biographical and mythological allusions should be mastered. In reading, for instance, the well-known address to an Egyptian Mummy, a pupil should not be allowed to swallow the Memnonium, making no bones, any more than, in the High School of Edinburgh, or in one of our good Grammar Schools, a boy whose lesson was the Ode of Horace, "*Te maris et terrae, &c.*," would be permitted to escape without knowing anything about Panthoides. Care should be taken that facts and principles are laid hold of. Similes should be explained; metaphors unfolded. Above all, a rigid account should be required of the meanings of words. This part of the exercises of the literary classes might easily, in the hands of a teacher, who was ambitious to excel, and who did not grudge the labour without which excellence is unattainable, be invested with great variety and interest. Books like Trench's "English past



and present," and Trench's "Study of words," furnish a mine of materials, which a teacher might with advantage use, to make his examinations on words delightful and instructive.

3. *Trains of Argument; Education of the Discursive Faculties; Elements of Formal Logic.*—It would of course be a part of the business of the pupils in the High Schools to master the trains of reasoning occurring in the works which they studied. Recently, a lady who, after spending some years at what was considered a good private school in Canada, had gone to a school in the United States, gave me a suggestive account of one of her first experiences in this latter school. The class in which she was placed was studying one of Dr. Paley's works—either his "Natural Theology," or his "Evidences of Christianity." She had not become familiar with the manner of conducting the class, when she was startled by the teacher calling on her to state "the next step in the argument." It was as if a thunderbolt had fallen at her feet. She had never previously been made to understand that it was necessary to attend to the arguments contained in books. Now why should not the boys and girls in our Canadian schools, as well as those in the United States, be trained to comprehend an argument and to estimate its value?

I confess that I do not see why we might not, with a view to the full development of the discursive faculties of the advanced pupils in the High Schools, go even farther than I have yet indicated, and give a place in our curriculum to the elements of Formal Logic. The name of Formal Logic may perhaps appear terrible—*monstrum horrendum, informe*—but from considerable experience as a teacher, I can state positively that the fundamental principles of the science can easily be mastered, even by pupils who have had little previous mental discipline, and that they admit of being made very interesting. Suppose, then, a passage containing an argument on some important topic to occur in the ordinary course of reading. What I would suggest is, that the pupil, after stating in a free and natural manner the outline of the reasoning, might be required to throw the argument into syllogistic form. Such an exercise, occasionally (it need not be very frequently) performed, would give precision and vigour and facility to the movements of the understanding.

4. *The minds of the Pupils brought into contact with Truth and Beauty.*—The quickening contact with truth and beauty, into which the pupils in the High Schools would have their minds brought in studying the works of good English authors, is a circumstance of unspeakable importance. Suppose that an ingenuous girl were to read even a single poem like Milton's "L'Allegro," under the direction of a teacher competent to guide her to a thorough appreciation of such a work, and that the poet's general conception, and the wonderfully felicitous musical details in which it is developed, were to enter into her imagination, so that the whole should live there, and become in her experience "a joy for ever," can it be doubted that this would be worth all the Latin, ten times over, which most girls learn in our Grammar Schools? Why should children not have their intellectual natures nourished and enriched through familiarity with exquisite thoughts and images, instead of being starved on lessons about trifling or common place matters? When all human passions and affections, as delineated by writers who have remained faithful to nature—when the varieties of human life, actions and their tendencies, the immortal representations that literary genius has bequeathed to the world, the analogies that poets love to trace, can be set before the pupils in our schools, why should we answer all their conscious and unconscious aspirations after what Matthew Arnold calls light and sweetness, by informing them that Caius dwelt for two whole years at Rome, or, that the rule in Latin is to put the direct object of an active transitive verb in the accusative case?

5. *English Composition.*—With the reading and intelligent and (as far as possible) appreciative study of good English authors, the theory and practice of English composition would naturally be associated. This branch should receive a large measure of attention. At present it is greatly neglected, and it would be strange if the case were otherwise; for the children in our schools obtain, under existing circumstances, only a wretchedly scanty stock of ideas; they come into the possession of little real knowledge; and it is of no use trying to instruct children how to say a thing, when they have nothing to say.

#### IV. WAY IN WHICH MORALITY MIGHT BE TAUGHT IN THE ENGLISH HIGH SCHOOLS.

Let me now proceed to show how the principles of morality might be taught in the High Schools.

I mentioned, in my report for 1865, that a friend, who takes a deep and enlightened interest in education, had expressed to me the opinion that the want of any adequate provision for teaching morality is one of the main defects of our school system. The same thing is felt by earnest men in regard to the schools in England. The following passage, from a lecture by Professor Huxley on a liberal education, is to the point. He is criticising the education given in the primary schools of England:—"Let us consider what a child thus educated knows, and what it does not know. Begin with the most important topic of all—morality, as the guide of conduct. The child knows well enough that some acts meet with approbation, and some with disapprobation. But it has never heard that there lies in the nature of things a reason for every moral law, as cogent and as well defined as that which underlies every physical law, that stealing and lying are just as certain to be followed by evil consequences as putting your hand into the fire, or jumping out of a garret window. Again, though the scholar may have been made acquainted, in dogmatic fashion, with the broad laws of morality, he has had no training in the application of those laws to the difficult problems which result from the complex conditions of modern civilization. Would it not be very hard to expect any one to solve a problem in conic sections, who had merely been taught the axioms and definitions of mathematical science?"

No person can doubt that Professor Huxley is right in pronouncing morality to be the most important of all the branches of a liberal education. In this Province of Ontario, the Council of Public Instruction have made Christian morals a part of the programme of the Grammar Schools. But I suspect that the subject, while honoured with a place in the programme, receives scarcely any farther attention. Of course, good teachers do not neglect to discourage every manifestation of vice. They are anxious, in a general way, to preserve a good moral tone in their schools. But my impression is, that little, if any, systematic instruction in morals is given in our Public Schools beyond the inculcation, "in dogmatic fashion," of the most fundamental ethical precepts. The fact is, that to teach morality in schools in an efficient manner is extremely difficult. I do not think that classes, specially devoted to lectures or examinations on moral subjects, are desirable. It seems to me that the best means of making our schools fields of moral as well as of intellectual education, is for teachers to avail themselves of the opportunities of conveying moral lessons that may occur in the course of the ordinary English studies with which the pupils are engaged.

I may illustrate what I mean by referring to a visit which I lately paid to one of our Grammar Schools, in which a class of grown girls read in my hearing a passage from "The Merchant of Venice," containing Portia's famous speech:—

"The quality of mercy is not strained;  
It droppeth as the gentle rain from heaven  
Upon the place beneath. It is twice blessed;  
It blesseth him that gives and him that takes;"

and so on. When a few lines had been read, I asked one of the girls to close her book for a moment. She did so. Now tell me (I said) what Shakespeare means when he says that the quality of mercy is twice blessed? Where is the double blessing of mercy? Though the sound of the poet's words had scarcely died out of her ears, she could not answer my question. So I said to her again: If you were waiting by the sick-bed of a friend, showing that friend a great deal of kind attention, giving up amusements and in other ways sacrificing your own pleasure for your friend's sake, your labour of love would be a blessing to your friend, would it not? "It would." Would it be a blessing to any body else? She answered, in a subdued voice, which told me how she felt the influence of one of the grandest of all moral principles coming like a revelation over her spirit, *To myself*. Now, here was a lesson in practical Christian Ethics, given incidentally, in no dry dogmatic fashion, but in connection with words of such singular sweetness that they can scarcely be read intelligently without entering into the soul, and becoming part of its convictions for ever. Why should such lessons not be a regular feature of the classes of English literature in our schools?

A teacher, anxious to form his pupils to a good moral character, would, if he pursued the system of which I am speaking, have ample opportunities not only of bringing the broad laws of morality under their notice, but also of exhibiting those laws in their bearing on many of the actual circumstances of life. The instance to which I have referred



simple as it is, shows this. Nor would a good teacher have the slightest difficulty in making children feel most impressively, from passages that would incidentally be met with in the authors studied, that moral laws, according as they are observed or violated, have their consequences as unvaryingly and inevitably as physical laws. Whether this moral training could be carried far enough to enable the scholars to apprehend clearly the solution of any of what Huxley terms "the difficult problems which result from the complex conditions of modern civilization," would depend on circumstances. The example, which Huxley himself gives of the problems referred to, is that of a workman who has to bear hard labour and perhaps privation, while he sees others rolling in wealth, and feeding their dogs with what would keep his children from starvation. "Would it not be well," it is asked, "to have helped that man to calm the natural promptings of discontent, by showing him, in his youth, the necessary connection of the moral law which prohibits stealing with the stability of society—by proving to him, once for all, that it is better for his own people, better for himself, better for future generations, that he starve than steal?" I am persuaded that a good teacher, with pupils of average capacity and sufficient years, would find a problem like this by no means too hard for them, and that the occasional discussion of such problems is fitted to be extremely beneficial. But whether such questions be often taken up or not, the great point for which I am contending remains unaffected, that the ethical instruction given in a school, be it profound or otherwise, can best be given—given most naturally, most impressively, and with the greatest likelihood of abiding effect—in connection with the study, by the pupils, of the works of good English authors.

#### V. PHYSICAL SCIENCE IN THE HIGH SCHOOLS.

The course of instruction in the English language and literature which I have attempted to sketch, ought, as far as possible, to be associated in the High Schools with lessons in physical science. Each of the great parties into which the educational world is divided—those who demand that education should be literary, and those who demand that it should be scientific—appears to be right in what it contends for, and wrong only in loving and seeking to exalt its own favourite unduly. If boys and girls ought not to be dismissed from our most advanced schools ignorant of their own language and literature, it seems equally obvious that they ought not to be dismissed from our most advanced schools ignorant of the laws of the world in which their lives are to be spent—laws, an acquaintance with which may not only contribute materially to their physical welfare, and to that of their families, but may at the same time prove a lasting source of rational enjoyment.

I have said that this seems obvious. Yet some very distinguished authorities have taken a different view. Not only is it the case that science has till lately been almost entirely shut out from the great English schools, but men of the highest position are not wanting who think that its exclusion is wise and right. The following extracts from Dr. Moberly's evidence before the Commission on Public Schools in England, I copy from a lecture on Education by Mr. Joseph Payne:—"In a school like this (Winchester), I consider instruction in physical science, in the way in which we can give it, to be worthless. A scientific fact is a fact which produces nothing in a boy's mind. It leads to nothing. It does not germinate. It is a perfectly unfruitful fact. These things give no power whatever." May I ask your attention to the limitation under which instruction in physical science is here pronounced worthless—in the way in which we can give it? I am not only willing to admit, but I feel strongly, that instruction in science, to be of value, must be given in a certain way; and if it could not be given in a way widely different from that in which it is often given in schools, different from that in which alone Dr. Moberly appears to have thought that it could be given in Winchester, I should not be very anxious to vindicate for science a place in our programme of High School studies. To make pupils commit physical facts to memory from a book, or (more frightful still) to set them to solve questions mechanically from formulæ, the mode of investigating which they do not know, and whose meaning, perhaps, they have never grasped, may be looked upon by some persons as scientific teaching; but it is not merely useless in an educational point of view; it is positively hurtful. Even supposing the method pursued by a teacher to be not quite so irrational, yet were he merely to announce physical laws, and to perform an experiment or two illustrative of these, his instructions, though I should



not call them worthless, would not have very high educational value. I fancy that this is the sort of instruction which Dr. Moberly was contemplating, when he spoke of scientific facts as leading to nothing, not germinating, remaining unfruitful, giving no power. But why should science not be taught in a different fashion? I am persuaded that though anything like a large or extended course of instruction in science must for many years to come be beyond our reach, it is possible for us, even now, to inaugurate a system of scientific lessons that shall secure to the scholars—of course in comparative measure—the most essential advantages to be reaped from a full scientific curriculum.

Apart from the value of the facts which it communicates, what are the special benefits of scientific instruction, and the conditions necessary in order that these may be realized? In the first place, scientific lessons train to habits of observation; and the condition necessary to secure this advantage is that the phenomena under consideration be made matter of intelligent personal observation by the pupils. It is not enough to tell children that such and such phenomena exist; they must have the phenomena set before their eyes, and must be stimulated to take note for themselves of their character and relations. In the second place, scientific instruction gives practical familiarity with the universal method of discovering truth. Not merely physical truth, but all truth that is not immediately given to the consciousness, is discovered by induction. It is of immense importance, therefore, that children should be disciplined at as early a period as possible into familiarity with the inductive process; and the condition of such discipline being received in connection with lessons in physical science is that the lessons be actual exercises in induction. The teacher must not lift his pupils at once into a position where a particular law that he may wish to unfold to them—the law exhibiting what ancient philosophy used to call the One in the Many—is discovered. He must make the pupil climb to the law, through all the requisite steps, by the use of his own eyes and hands. In other words, he must render the pupil a discoverer, by causing him to go through the entire process, not of observation merely, but of thought likewise, through which the philosopher passed by whom the generalization under consideration was first made.

1. The method then to be followed, in order to secure the advantages of scientific instruction, seems plain. Our pupils are to philosophize. But they are philosophers at the starting point of investigation. Now, in the actual history of discovery, what does inquiry start from? From some fact that is noticed, and that strikes the mind as strange. Plato tells us that wonder is the affection of a philosopher. Iris (as he more poetically puts it) is the daughter of Thaumais. The first step, therefore, is to stimulate the feeling of wonder in the children. Let the teacher take a barometer, for example, and show them how the column of mercury is sustained, and also how the height at which it stands varies, within narrow limits, from day to day. They will be astonished, and the question will be—What is the cause of this? Or let him show them Roberval's balance in comparison with an ordinary lever, and ask them to note how, when equilibrium has been established, the place of application of the power can apparently be shifted, the weight remaining unmoved, without affecting the equilibrium, while in levers of the ordinary kind the equilibrium would be at once destroyed by moving the power. Such a phenomenon will be felt to be surprising, and again the question will be—What is its cause?

2. The sentiment of philosophic curiosity being awakened, what next? We have seen that it would be a grand mistake for the teacher to proceed to communicate to his pupils the information they have been led to crave. They must find out for themselves the truth of which they are in search. A single physical law which they discover is, in an educational point of view, worth a thousand of which they are told. But in what way can a child make discoveries? He must scrutinize with the utmost care the phenomenon of which the explanation is sought. He has already observed it in a loose and general way. He must examine it narrowly, overlooking no circumstance, in the whole multiplicity of facts present in the phenomenon, which can by any possibility form part of the cause. He must notice, for instance, in the case of the barometer, that the fluid used is mercury; that it is in a glass tube of a certain diameter; that one end of the tube is open and exposed to the air while the other is closed; that at the closed end of the tube, there is a space from which the air has been excluded, and so on.

3. But suppose the circumstances of a phenomenon to have been fully and accurately observed. Do all of these equally constitute part of the cause of which we are in search?

Take, for example, the diameter of the tube. The child can be made to see whether the effect varies when tubes of different diameters are employed, and can draw his own conclusion. Is the existence of a vacuum at the closed end of the tube a material circumstance? Let the child take note of what happens when mercury is poured into a bent tube from the closed end of which the air has not been excluded, and draw his own conclusion. Is the exposure of the surface of the mercury in the open end of the tube to the influence of the air necessary? Put the tube under the receiver of an air-pump and exhaust the receiver, and make the child draw his own conclusion from the gradual sinking of the mercury in the barometer as the successive strokes of the piston are made. I need not carry these details farther. My aim, of course, is not to exhibit proof for the fact that the barometric column is sustained by atmospheric pressure, but merely to furnish hints of the method which a teacher should pursue in seeking to bring his pupils to an acquaintance with such laws. In brief, let the pupils be told nothing, but let them be induced and guided to reason out the result for themselves. It is absurd to say that lessons in science, thus conducted, can be without power, or that they can fail—as Dr. Moberly thinks that the scientific facts which a boy learns in school are in danger of doing—to germinate. I quite understand that cart-loads of so-called useful knowledge may be shovelled into a boy's mind without germinating. For why? What has been shovelled into the boy is not scientifically known. He has been put in possession of generalizations, but he has not generalized. The facts which have been given to him prove unfruitful, because they have grown from no root. They are without power, because without relation to any mental habit. But let science be taught in the manner that I have described, and what better training for the observing faculties can be imagined? What better means can be pointed out, of imparting to children a practical familiarity with that inductive process, which they are to be employing in every future act in which they may attempt to get hold of any truth that lies out of the sphere of immediate consciousness?

To secure the essential benefits of scientific instruction, as these have been set forth, it is obviously not at all requisite that an extensive scientific curriculum be gone over. Practical teachers smile at the mention of the range of subjects in which learned men sometimes think that children can be fully indoctrinated in a year or two. Mr. Payne, in the lecture above referred to, gives a curriculum of study for boys and girls between the ages of seven and fourteen, drawn up by Jeremy Bentham, and including in the two lowest of its five stages the following among other subjects:—Mineralogy, Botany, Zoology, Mechanics, Hydrostatics, Hydraulics, Pneumatics, Acoustics, Optics, Chemistry, Meteorology, Magnetism, Electricity, Galvanism, Archæology, Statistics. Not only are such schemes visionary, but (what it is of more consequence to remark,) they are, for the fundamental purposes of education, unnecessary. The grand educational advantages of scientific instruction may in comparative measure be secured by a system of brief lessons on very limited portions of the field of science, provided that the pupils be made to go through a process of strict philosophising within the range to which their efforts are directed. My opinion is, that no attempt should be made to teach physical science on an extensive scale in our High Schools; that nothing like even a general sketch of any particular science should be aimed at; but that the attention of the pupils should be turned merely to prominent out-standing points in a few of the sciences, and that their ambition should be to achieve a strictly philosophical conquest of these. For instance, the whole course of instruction in Pneumatics might be, the doctrine of the Barometer, of the syphon, and of the force-pump; in hydrostatics, the principles necessary for the explanation of Bramah's Press, and the laws of floating bodies; and so on. Thus, in a brief space of time, the pupil might obtain, not a vague and uncertain glimpse, but a rigid knowledge, of limited portions of a variety of fields in the domain of science, and be prepared for prosecuting future researches in any of these fields to which the circumstances of his life or the bent of his genius might incline him.

## VI. COMMON SCHOOLS.

It is not necessary for me to refer to other studies that would naturally be pursued in the High Schools—such as History, Mathematics, and French. I have limited myself to the English language and Literature, and to physical science, because these branches are at once the most essential and the most commonly neglected.



The establishment—either through a development<sup>b</sup> of our Common School system, or through a modification of our Grammar School system, or partly in the one way and partly in the other—of High Schools in which the English language and literature and physical science should be taught on the plan described, and in which other branches should receive the attention to which they are entitled, would be one of the greatest services that could be rendered to the Province. It would be an immediate inestimable boon to thousands of families, and would be certain to lead ultimately to great social results. Teachers and School Trustees, to whom I have made known my views, have almost invariably approved of them very warmly; and only two difficulties have been suggested, namely, that the Common Schools are not generally conducted in such a manner as to prepare pupils for entering on the work of the High Schools, and that the instructions given in the Normal School are not such as to qualify the teachers sent forth from that institution for taking charge of High Schools.

The former of these objections is not without force. I am sure that you will not misunderstand me, nor fancy that I wish to carp at our Common School system. All competent judges agree that the system is admirable. But, as might be expected in a country like ours, its working is in many respects unsatisfactory. It appears to be my duty not to throw a veil over the defects of our Common Schools, but to present matters in a true light, in order that steps may be taken to remove as far as possible the evils that exist, and to lay a solid basis for the superstructure of advanced English education, which I think that we should now attempt to raise.

A. *Superior limit of the attainments reached in the best Common Schools.*—No Common School, among those which I have had an opportunity of carefully inspecting, has on the whole given me greater satisfaction than the one at Sarnia, of which Mr. Bremner is Principal. A description of the state of things there may serve the purpose, therefore, of marking the superior limit (to use a happy phrase borrowed from mathematicians by Mr. John S. Mill,) of the attainments reached in the best Common Schools.

One secret of the success of the Common Schools in Sarnia is the system of grading that prevails. There are two primary ward schools and a central school. When the pupils in the ward schools have reached a certain point, they are promoted on examination to the lowest room in the central school; and on the same principle promotion takes place from one room in the central school to the room above, till the pupils at length reach the room of the Head Master. On the Head Master's roll, at the date of my visit, there were 39 pupils, of whom 37 (23 boys and 14 girls) were present. The average number on his roll during the year is about 45. These pupils are in two divisions, which differ only in this, that the senior division receives lessons in British, Canadian and General History, which the junior does not. A considerable number of the pupils in Mr. Bremner's room appeared to be as much as fourteen years of age, some of them above that. Last year he had 18 pupils above sixteen years of age. There was probably not one of the pupils present on the occasion of my visit, who was not qualified to pass the entrance examination for the Grammar School; and, in the great majority of Union Schools, they would undoubtedly have been all herded into the Grammar School. In passing through the two divisions of Mr. Bremner's room, the pupils are expected to carry forward their studies in English Grammar, so as to be able to analyze and parse any sentence, whether simple or complex, that does not present exceptional difficulties. My impression is that this work is to a very considerable extent done truly and well. In the department of the English language and literature, no higher work than this is done in Sarnia; and I suspect that there are few Common Schools in the Province that go beyond this point.

B. *Low state of many of the Common Schools.*—I have indicated what may be regarded as the superior limit of Common School education in Ontario. Let me next shew you how far beneath this limit multitudes of schools, not in new and thinly peopled districts, but in large villages and towns, are sunk.

1. The school system in Guelph consists of three primary schools for young children; a fourth primary, in connection with a senior school, for girls; and a fifth primary, in connection with a senior school, for boys. When I was in Guelph on the 23rd of January, 1868, my time did not permit me to visit the senior school for girls; but I inspected the senior school for boys. The school room—which contains all the space furnished for



advanced Common School education for boys in Guelph, a town of 6,000 inhabitants—is about 29 feet by 24. It is provided with seats for 54 pupils, but the number of seats is too large for the size of the room. At the date of my visit, Mr. Hutton, the Master of the senior school, who appeared to be an excellent teacher, had 56 pupils on his roll. Of this state of things, what was the result? First, the room was so crowded that the air became in a few minutes impure. Next, no proper grading of the schools in the town can be carried out. The boys, who ought to be promoted from time to time from the primary schools to the senior school, in many cases can not be promoted, because there is not room for them in the senior school. Still farther, no large or even moderately sized class has due space for standing at the recitation of lessons. And finally, with respect to the attainments of the pupils, it is enough to say that scarcely any of the twenty-three boys, who formed the highest class, could parse with a fair measure of accuracy the sentence, “John is a very good boy.”

2. I paid a brief visit to two of the Common Schools in Cobourg in the early part of February 1868. The first was described to me as No. 2. On the roll were 52 pupils (47 boys and 5 girls), most of them very young. Not more than five of those present were thirteen years of age. There was no fifth class. The master had never had a fifth class. Only about ten children were in the fourth class. The two most advanced boys present when I entered the school were called up for examination in English Grammar. Both made an extremely poor appearance. One other boy, however, who came upon the scene before I left, and whom the master joyfully hailed as his crack scholar, passed a very satisfactory examination. The master, whom I do not blame in the least, appeared to understand distinctly the *origo mali*. It appears that the schools in the town are not graded. In each school, pupils of all ranks are taught. Moreover, it is alleged that pupils are constantly passing from school to school. The school-houses are not good. The other school which I visited was described to me as No. 6. On the roll, 70 girls. Average attendance about 62. The teacher, an intelligent young lady, never had a fifth class. Only one of the girls present could parse a very simple English sentence with any measure of accuracy. I was informed that these schools were not below the level of the other Common Schools in Cobourg.

3. On the 4th of February 1868, I visited the Union School at Bowmanville. The highest division of boys in the Common School comprised those reading the fourth and fifth books. The room in which they met was greatly overcrowded. It contained seats for 58 pupils. There were 67 on the roll, so that, in order that each boy might have a seat, it was necessary that nine should be absent every day. I asked the teacher, who had only recently been appointed to his office, and who, therefore, was not responsible for the state of the school, to call up about a dozen of his best boys for examination in English Grammar. He gave them the sentence to parse—“Gold and silver are precious metals.” Only one boy in the class understood distinctly why *are* is plural. This was the only boy who could parse with anything like accuracy the sentence—“John is a very good boy.” The average age of the pupils examined was probably between thirteen and fourteen.

4. About the middle of September 1867, I visited the Common School, No. 1, in Belleville, taught by Mr. Macown, a gentleman of high intelligence, and unusually accomplished (I believe) in Natural History. He is a superior teacher, and I think it likely that his school is at least up to the mark of the other Common Schools in the town. There is no general grading of the schools in Belleville. The school, No. 1, is attended by pupils of all sorts, and the whole task of instructing them devolves on Mr. Macown, with a female assistant, to whom the younger pupils are assigned. For the month of August, the average attendance in Mr. Macown's room was 81. The number of names on the roll for the month was 118. The oldest pupils present when I visited the school were about thirteen years of age. There were not many so old. Mr. Macown rarely has pupils above that age. In winter, he may occasionally have four or five as high as sixteen; and in order to be able to give such pupils the instructions they need, he has frequently been obliged, from the press of work lying on him, to ask them to wait on him for lessons after the regular hours of teaching. As regards educational results, I simply remark that not more than five or six of the pupils present when I inspected the school could parse easy sentences, such as, “John is an exceedingly good boy.”

*C. Causes of the low Educational State of so many of the Common Schools.*—The miserable state of so many of the Common Schools may be mainly traced to three causes, or (as they might be called) orders of causes.

1. The first is the folly or indifference of School Trustees, or of the inhabitants of particular school districts. Let no adequate school accommodations be provided; do not grade the schools; throw upon a single teacher the responsibility of conducting the education of very large classes of pupils in all stages of progress; and what consequences can be expected? Look to Cobourg, as compared with Sarnia, for an answer. In Sarnia the school buildings are excellent, while in Cobourg they are wretched. In Sarnia, the schools are well graded, while in Cobourg there is not a pretence of grading. In Sarnia, each teacher has under his care a sufficient number of pupils who are all nearly in the same stage of their studies, while in Cobourg each teacher teaches every thing. It would be nothing short of a miracle, if educational fruits, similar to those which are produced in the one place, were met with in the other. The details of the Common School system have been arranged in Sarnia by men of wisdom, who had the interests of their children and of society at heart. They appear to have been arranged in Cobourg by men who were either out of their senses, or who did not really want the Common Schools to prosper.

2. A second cause of the low state of many of the Common Schools is the defective method of teaching which in several respects prevails. I do not refer to what may be called accidental instances of incapacity on the part of individual teachers, for such instances would occur under any public system; but I have in view faulty general methods. I will mention two of these.

The first is, a neglect on the teacher's part to ascertain whether his scholars understand what they read. I have shown you in a previous part of my report what this ends in—the dismissal of grown boys and girls from the Grammar Schools, and from the most advanced classes in the Common Schools, unable to read intelligently an ordinary English author, and therefore, without the beginnings of a taste for the perusal of any works which are not fitted to gratify the appetite for vulgar sensation. Teachers often appear to fancy, that, because English is the language which their pupils speak, the children cannot fail to comprehend English words and sentences. When I was in Goderich, in the spring of the present year, I visited the Common School, and requested the second master to allow me to hear his pupils read some lesson which they had recently read with him. He selected a passage. I put to him the question: are the children supposed to understand what they read? He answered: certainly. Well, what was the fact? The passage read was about organic objects; and not one boy or girl in the school knew whether a tree is organic or not. Not one knew whether an ox is organic or not. So strong is the tendency of teachers to assume that their pupils do not require to have English words and sentences explained to them, that I have visited schools where more than ordinary precautions seem to be taken by the Head Masters to guard their subordinates against such a mistake, but where, nevertheless, the mistake is committed. For instance, in Oshawa, the Principal of the Union School informed me that it was an express and (I believe) written instruction to the teachers in the Common School to attend to the matter of which I am speaking: and yet, at my last visit to Oshawa, I found that the matter had not received any thing like sufficient attention.

The second general error, which I wish to notice, is the manner of teaching English Grammar. In a considerable number of Common Schools, the frightful system prevails of requiring children in the junior classes to learn from a book by rote answers to questions, such as, what is Grammar? What is Etymology? What is Syntax? And this is their initiation into the study of English Grammar! No wonder that children abhor the name of Grammar. No wonder that they find difficulty—as I have been told they do—in learning Grammar. The thing is monstrous. Persons guilty of such teaching ought to be indicted for cruelty to animals. Often, when I have seen sweet little boys and girls tortured after this fashion, from whose eyes, amidst all the perplexity and distress which their incomprehensible tasks occasioned, the light of natural intelligence beamed, I have asked myself how it was possible that the teacher could be insensible to the fact that he had rational-souled creatures to deal with, and not lesson-learning machines. No lessons in Grammar ought to be given to children, except what they can easily and thoroughly



understand ; nor should rules and definitions be committed to memory, till the truth of which the rules and definitions form the expression, has been grasped.

3. The third cause of the low state of many of our Common Schools is the relation of the Common to the Grammar Schools. I have discussed this point so fully in my Report for 1866, that it is not necessary to do more than mention it now. Where Union Schools exist, the machinery of the Union is in a large number of cases so managed as to rob the Common Schools of all their higher pupils, and to leave nothing to be done in the Common Schools except the most elementary sort of work. Things are very much the same in some places where the Common and Grammar Schools are not united. In Belleville, for instance, though there is no Union of the Schools, influences are brought into play to drain the Common Schools of all advanced pupils, for the purpose of filling the Grammar School ; and I have no doubt that this is one of the circumstances, by which the comparative degradation of the Common Schools in Belleville is to be explained.

## VII.—THE NORMAL SCHOOL.

Taking into account, on the one hand, the low superior limit of the attainments reached in the best Common Schools, and, on the other, the miserable character of the instruction given in many of the Common Schools throughout the Province, two things seem plain :—first, that, without High Schools, to take children up at the point where the Common Schools leave them, our system of education must continue to be very incomplete ; and secondly, that as a preparation for the establishment of High Schools, reforms require to be made in the Common Schools. It only remains for me to refer to the important question of the training of teachers.

Dr. Sangster, the able Principal of the Normal School, and Mr. Davies, the second Master, have kindly made me acquainted with the course of instruction through which their students pass. My time, however, has not permitted me to obtain more than a very general insight into the training which teachers receive in the Normal School. In these circumstances, I scarcely feel in a position to offer an opinion regarding the working of that institution, or to lay before you any very specific suggestions as to changes which it might be advisable to make. I suppose there can be no doubt that, if High Schools like those which I have described were established, it would be necessary to modify the work of the Normal School considerably. Teachers, who should have to perform different duties from what have hitherto been expected at their hands, would need a different training from what has hitherto been given. The instructions in English in the Normal School would require to be raised to a far higher level than is now aimed at. Much of the elementary drilling, which Normal School students at present receive, might be dispensed with. Our institution for the training of teachers ought not to be a school for teaching English Grammar. In the same way, I would lighten the ship of such subjects as the bare facts of Geography and History ; not rejecting, of course, prelections on the proper method of teaching Geography and History. The English Master in the Normal School might thus be enabled to devote a portion of his time to lessons in the English language and literature of a superior cast—lessons which he would have a pride in giving, and on which the students would feel it a privilege to wait. Such lessons would be immensely useful even to those young men and women who might only desire to qualify themselves for becoming Common School teachers. In the department of physical science, it is plain, that if the views which I have expressed in regard to the way in which science should be taught in the High Schools be just, the object of the prelections in the Normal School should not be to cram the students with a mass of facts, but to develop in them a philosophic habit of mind, and to make them practically understand how scientific classes in schools ought to be conducted.

## VIII. CONCLUSION.

In closing my Report, I desire to take this opportunity of expressing to the Grammar School Masters throughout the Province, my deep sense of the courtesy with which they have invariably received my official visits. An inspector is apt to be looked upon by teachers as their natural enemy. He has often to do what they must find to be unpleasant, and may regard as harsh. Yet I have never in a single instance experienced



---

any thing but the most gentlemanly treatment from the teachers to whom, during the last four years, I have stood in such delicate relations. As a class, the Grammar School Masters of Ontario are men of high intelligence and of earnest purpose, whose opinions on all questions connected with education are entitled to great respect, and whose labours in a difficult and most important field of duty should (if I may descend to so sublunary a matter) be rewarded with more liberal salaries than Grammar School Masters commonly receive.

I wish also to be allowed to express my very warm gratitude for the uniform kindness and consideration which, during my connection with the Department of Education, I have met with from you as Chief Superintendent. Your generous appreciation of my services has encouraged me in my efforts to discharge my duty to your satisfaction.

I have, &c.,

(Signed),

GEORGE PAXTON YOUNG.

~~~~~

---

---

PART II.

---

STATISTICAL REPORT.

1867.

---

---



TABLE A.—The Common

COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry .....	2407 00	193 00	2320 00	3878 57	473 05	1463 40
Stormont .....	1933 00	65 61	2159 00	5741 25	178 34	1374 36
Dundas .....	2131 00	10 00	2106 00	6799 17	232 31	779 63
Prescott .....	1661 91	132 25	2010 00	5139 46	17 25	747 81
Russell .....	799 00	15 40	833 00	3129 45	30 00	541 67
Carleton .....	3388 20	192 05	3278 00	15399 53	576 59	2007 77
Grenville .....	2293 50	64 76	2249 00	5497 55	379 86	2796 14
Leeds .....	3683 50	165 99	3707 00	12607 74	1214 83	7183 45
Lanark .....	3258 00	200 20	3232 50	15064 56	577 99	3698 26
Renfrew .....	2646 50	76 25	2465 00	9700 86	31 13	1584 57
Frontenac .....	3222 00	154 18	3478 00	11719 00	863 19	2877 65
Addington .....	1965 50	141 20	2030 00	7293 42	489 50	1734 23
Lennox .....	901 00	101 00	1258 00	3969 73	57 47	1813 92
Prince Edward .....	2054 00	124 05	2260 00	10475 60	1112 50	3127 44
Hastings .....	4364 00	218 82	4443 00	18858 66	308 02	3290 86
Northumberland .....	4118 42	174 46	4047 00	23603 38	362 53	7180 31
Durham .....	3710 00	195 75	3710 00	20130 12	1053 70	3870 27
Peterborough .....	2679 50	232 04	2902 00	13238 86	740 63	2309 46
Victoria .....	2891 00	188 28	3325 00	16895 51	139 58	2692 66
Ontario .....	4531 00	483 36	4528 00	31668 51	1123 70	9236 52
York .....	6355 50	533 51	6172 00	35973 04	1768 61	13911 94
Peel .....	2910 00	175 32	2891 00	15842 18	1468 04	4028 40
Simcoe .....	5609 00	632 37	7072 00	32722 56	602 20	6265 16
Halton .....	2151 00	433 83	2526 00	10213 94	1883 88	4560 99
Wentworth .....	3330 50	382 42	3303 00	17844 04	2255 49	5898 01
Brant .....	2304 00	205 03	2597 00	14333 46	1282 81	3732 77
Lincoln .....	2105 00	165 25	2520 00	10890 78	1695 59	5050 41
Welland .....	2203 90	130 21	2595 00	12927 96	1251 75	5408 59
Haldimand .....	2475 35	323 06	3016 00	11353 03	724 31	6301 43
Norfolk .....	2731 50	317 64	3226 00	19428 98	664 11	7553 24
Oxford .....	4770 00	636 18	4770 00	30783 88	1014 27	8195 77
Waterloo .....	3488 50	375 00	3900 00	28914 16	907 71	8269 41
Wellington .....	5371 54	565 12	6230 00	33027 22	715 19	5968 10
Grey .....	5266 50	400 50	6025 00	36242 69	76 53	6282 34
Perth .....	4001 50	415 93	3901 00	29056 18	115 44	4986 00
Huron .....	6291 00	308 23	5948 00	43822 85	178 18	12058 64
Bruce .....	3920 50	485 65	3931 00	26828 23	27 32	4112 25
Middlesex .....	6901 00	583 58	6773 00	41940 87	1339 81	12814 56
Elgin .....	3489 00	302 75	3489 00	22759 86	1442 07	5373 91
Kent .....	3307 50	247 85	3177 00	22910 91	296 61	5726 55
Lambton .....	2985 00	358 50	6776 00	22925 82	327 98	6209 27
Essex .....	2427 50	77 55	2857 19	14356 03	269 85	2652 77
District of Algoma .....	440 00	45 00	.....	.....	18 00	209 75
Total .....	139473 32	11729 13	150035 69	775909 60	30287 92	205880 64
CITIES.						
Toronto .....	4942 00	123 81	30450 00	2104 27	.....	11210 52
Hamilton .....	2142 50	232 26	15340 46	747 59	6229 92	1423 76
Kingston .....	1522 50	225 85	9631 00	1607 79	186 88	237 55
London .....	1553 50	334 16	8750 00	901 53	1 25	5086 89
Ottawa .....	1710 00	34 00	8674 00	1325 38	.....	14658 72
Total .....	11870 50	950 08	72845 46	6686 56	6418 05	32617 44

N.B.—Tables A, B, C and D include Statistics of Roman

## Schools of Ontario.

## EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during 1867.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1864.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
10735 02	9275 69	386 00	105 00	161 89	748 90	10677 48	57 54
11451 56	7883 29	131 22	462 80	215 88	753 63	9446 82	2004 74
12058 11	9913 07	23 23	661 07	389 27	471 25	11457 89	600 22
9708 68	7316 06	264 50	297 38	282 81	604 39	8765 14	943 54
5348 52	4089 22	47 52	.....	124 10	543 90	4804 74	543 78
24842 14	17440 02	384 10	1865 72	489 47	886 68	21065 99	3776 15
13280 81	11354 56	146 65	256 14	343 12	993 82	13094 29	186 52
28562 51	19792 21	331 98	1114 94	1124 38	2234 21	24597 72	3964 79
26031 51	18770 13	400 40	1480 19	555 22	1430 43	22636 37	3395 14
16504 31	11980 13	163 90	606 67	456 11	832 62	14039 43	2464 88
22314 02	15043 04	312 00	1170 94	707 38	1299 03	18532 39	3781 63
13653 85	10922 39	282 20	582 98	211 42	1155 37	13154 36	499 49
8101 12	6242 28	202 00	231 64	89 88	520 57	7286 37	814 75
19153 59	15089 29	248 10	629 24	610 48	1715 00	18292 11	861 48
31483 36	23562 35	437 64	2201 31	730 01	2432 91	29364 22	2119 14
39486 10	26773 36	348 92	5834 84	566 39	2620 34	36143 85	3342 25
32669 84	26449 68	391 50	950 58	484 92	2093 90	30370 58	2299 26
22102 49	14610 60	464 08	1752 54	610 97	1022 31	18460 50	3641 99
26132 03	18167 49	413 92	1329 02	1814 58	1703 80	23428 81	2703 22
51571 09	31943 83	986 72	8127 12	1220 15	3580 82	45858 64	5712 45
64714 60	44253 14	1067 02	4115 86	1839 25	6534 02	57809 29	6905 31
27314 94	21857 10	350 64	569 95	472 25	2419 87	25669 81	1645 13
52903 29	36034 08	1264 74	3519 02	1038 65	3856 71	45713 20	7190 09
21769 64	16804 26	867 66	844 07	372 77	1607 25	20496 01	1273 63
33013 46	21550 06	764 84	3703 52	728 82	3582 39	30329 63	2683 83
24455 07	17491 84	410 05	723 68	782 81	1926 80	21335 19	3119 88
22427 03	14101 10	402 74	1722 27	291 33	2172 13	18689 57	3737 46
24517 41	16181 28	261 51	170 02	439 23	3030 46	20082 50	4434 91
24193 18	17599 79	646 12	1397 85	402 40	1673 50	21719 66	2473 52
33921 47	20752 37	635 28	3567 98	777 46	2559 21	28292 30	5627 19
50170 10	33595 90	1272 36	5024 58	2019 59	4199 92	46112 35	4057 75
45854 78	28872 67	754 85	8948 35	832 59	1859 06	41267 52	4587 26
51877 17	37758 61	1130 24	3567 67	1301 21	3628 76	47386 49	4490 68
54293 56	38307 33	860 96	4547 34	1736 87	3550 29	49002 79	5290 77
42476 05	27357 13	944 99	4954 14	1244 31	3122 30	37622 87	4853 18
69106 90	43937 99	1616 46	9432 33	1475 93	5091 53	61554 24	7552 66
39304 95	27405 00	971 30	3171 58	649 58	2024 49	34221 95	5083 00
70352 82	44195 58	1167 16	2620 08	2491 48	5538 27	62012 57	8340 25
36856 59	25858 43	605 50	8461 32	1036 44	2405 13	32366 82	4489 77
35666 42	25294 64	537 09	2985 91	1007 83	2430 19	32255 66	3410 76
39582 57	25720 00	717 00	1991 19	1549 47	3654 27	33631 93	5950 64
22640 89	14391 45	231 11	2215 46	1303 20	1649 20	19790 42	2850 47
712 75	326 00	90 00	.....	.....	296 75	712 75	.....
1313316 30	906264 44	23936 21	107914 29	34981 90	96456 38	1169553 22	143763 08
48830 60	19812 50	247 62	16448 23	1590 86	5312 20	43411 41	5419 19
26116 49	15426 38	1468 53	3135 66	946 05	4587 73	25564 35	552 14
13411 57	7996 88	451 70	275 55	344 61	3647 90	12716 64	694 93
16627 33	7803 50	668 32	200 00	1034 65	1782 22	11488 69	5138 64
26402 10	6810 82	68 00	6270 00	1246 86	1520 79	15916 47	10485 63
131388 09	57850 08	2904 17	26329 44	5163 03	16850 84	109097 56	22290 53

Catholic Separate Schools, but they are given separately in Table F.



TABLE A.—The Common

TOWNS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh.....	253 00	20 00	1555 50	800 00	91 00	100 69
Barrie.....	80 50	50 23	1298 00	206 78		346 03
Belleville.....	709 00	14 00	2845 01	698 86	12 00	1598 93
Berlin.....	295 50	55 00	2290 00	195 99	21 76	21 20
Bowmanville.....	260 00	30 55	1360 68		556 07	404 08
Brantford.....	725 50	106 99	10500 00	318 40	765 90	712 75
Brockville.....	471 00	83 00	2800 00	318 40	103 50	1101 61
Chatham.....	481 50	32 00		1782 40	156 87	2822 89
Clifton.....	143 50		800 00	94 00	98 00	897 95
Cobourg.....	539 00	13 50	2700 00	240 00	673 00	198 99
Collingwood.....	155 00	5 00	959 98			88 02
Cornwall.....	210 00	28 00	1250 00		40 00	682 27
Dundas.....	331 50	24 50	1602 13		614 57	531 98
Galt.....	356 00	40 37	3449 00			1775 11
Goderich.....	360 00	67 00	4000 00			413 13
Guelph.....	584 50	21 25	3510 21	608 70	1243 33	595 53
Ingersoll.....	324 50	36 00	1039 00	233 80	656 37	1254 35
Lindsay.....	239 00	9 00	2628 25	525 86		608 44
Milton.....	203 00	45 62	868 00		14 95	674 92
Napanee.....	219 50	16 60	1060 00	60 00	101 38	255 50
Niagara.....	226 50		994 78	139 00	1 75	588 95
Oakville.....	169 50	21 10	915 84	79 75	97 87	143 57
Owen Sound.....	525 00		2078 00			16 05
Paris.....	278 00		2174 09	158 38	10 00	87 48
Perth.....	294 50	70 00	2691 98	471 00		1558 86
Peterborough.....	433 00	5 00	2216 00	499 90	1215 10	621 73
Pictou.....	244 50		700 00	218 60	94 00	324 94
Port Hope.....	450 00		4780 00		1339 00	1926 56
Prescott.....	438 00	20 00	5620 00	633 00	592 75	42 61
Sandwich.....	145 00		1142 86			42 30
Sarnia.....	480 00	3 00	250 00	1855 00	685 61	436 61
St. Catharines.....	825 50	49 25	3100 00	420 65		727 59
St. Mary's.....	345 00	62 50	2600 00			546 30
St. Thomas.....	187 00	34 25	900 00		634 70	770 37
Simcoe.....	192 74	75 00	1704 52	53 95	73 00	100 85
Stratford.....	366 00	31 00	3440 00	159 07		598 12
Whitby.....	295 00	99 81	1993 72	83 62		417 11
Windsor.....	371 00	5 00	3300 00			494 00
Woodstock.....	390 00	37 50	2578 56		743 00	37 50
Total.....	13602 74	1212 02	89696 11	10855 11	10635 48	24565 87
VILLAGES.						
Arnprior.....	130 00	32 00	437 97		238 43	197 26
Ashburnham.....	110 00		110 00	150 00	186 12	112 72
Aurora.....	130 00	12 00	817 40		20 00	363 43
Bath.....	75 00	10 00	200 00			120 25
Bradford.....	113 00	25 14	600 00		306 40	264 80
Brampton.....	185 00	20 00	1050 00			43 34
Brighton.....	130 00		141 00	830 00		748 40
Caledonia.....	125 00	6 00	620 00		215 90	14 64
Cayuga.....	81 00	15 00	250 00		39 00	465 30
Chippewa.....	164 50		550 00	151 50		787 65
Clinton.....	145 00		1463 00		0 50	530 37
Colborne.....	96 00		338 00			161 57
Dunnville.....	156 00	54 20	956 00			908 82

## Schools of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1867.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1867.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2820 19	1880 00	83 00	183 00	75 30	473 97	2695 27	124 92
1981 54	1541 28	126 63	.....	35 00	173 41	1876 32	105 22
5877 80	3714 35	28 00	.....	178 69	1006 90	4927 94	949 86
2879 45	2208 00	110 00	.....	83 67	414 82	2816 49	62 96
2611 38	1587 00	61 10	.....	38 24	528 68	2215 02	396 36
13129 54	5738 74	213 98	.....	1214 78	2422 17	9589 67	3539 87
4877 51	3260 25	166 00	.....	115 54	1153 89	4695 68	181 83
5275 66	3145 38	130 42	.....	69 26	1072 24	4417 30	858 36
2033 45	1090 00	.....	.....	49 03	190 73	1329 76	703 69
4364 49	3250 65	118 50	.....	313 29	436 30	4118 74	245 75
1208 00	760 00	10 00	.....	32 00	296 11	1098 11	109 89
2210 27	1295 00	56 00	.....	24 00	242 27	1617 27	593 00
3104 68	2175 00	49 15	52 97	.....	800 08	3077 20	27 48
5620 48	3020 00	80 74	.....	340 49	485 59	3926 82	1693 66
4840 13	3186 00	134 00	.....	195 40	1324 73	4840 13	.....
6563 52	3518 98	42 50	1020 00	289 05	1692 99	6563 52	.....
3544 02	1811 67	93 00	916 85	126 88	202 01	3150 41	393 61
4010 55	1621 00	49 00	517 10	37 84	916 08	3141 02	869 53
1811 49	828 50	93 05	.....	37 06	186 13	1144 74	666 75
1712 98	1161 20	33 20	150 00	10 50	345 95	1700 85	12 13
1950 98	1692 39	12 25	.....	59 17	182 17	1948 98	2 00
1427 63	1018 00	44 75	24 00	68 77	272 11	1427 63	.....
2619 05	1470 37	.....	.....	136 37	922 86	2529 60	89 45
2707 95	1683 03	.....	212 75	217 06	592 65	2705 49	2 46
5086 34	3040 00	160 00	56 90	37 88	519 96	3814 74	1271 60
4990 73	3362 68	24 55	.....	282 02	709 18	4378 43	612 30
1582 04	981 79	.....	.....	215 15	279 01	1475 95	106 09
8495 56	2296 41	.....	4345 23	682 39	533 93	7857 96	637 60
7346 36	1570 00	55 60	3920 00	108 18	857 10	6510 88	835 48
1330 16	1161 50	.....	.....	78 90	89 76	1330 16	.....
3710 22	2272 50	46 73	.....	294 40	567 66	3181 29	528 93
5122 99	3909 57	98 50	.....	222 02	410 87	4640 96	482 03
3553 80	1777 00	126 00	.....	234 39	766 55	2903 94	649 86
2526 32	1754 15	73 75	.....	96 22	480 50	2404 62	121 70
2200 06	1405 00	175 00	.....	133 33	461 44	2174 77	25 29
4594 19	2166 31	62 00	.....	434 75	504 88	3167 94	1426 25
2889 26	1961 83	199 62	54 00	374 11	299 70	2889 26	.....
4170 00	2751 09	10 00	.....	759 25	629 48	4149 82	20 18
3786 56	2682 00	75 00	.....	89 46	940 10	3786 56	.....
150567 33	85748 62	2842 02	11452 80	7789 84	24387 96	132221 24	18346 09
1035 66	753 99	67 19	.....	63 76	143 66	1028 60	7 06
668 84	453 28	8 00	.....	2 75	55 45	519 48	149 36
1342 83	610 22	29 21	.....	58 40	565 43	1263 26	79 57
405 25	275 00	20 00	.....	15 17	94 17	404 34	0 91
1309 34	812 98	50 28	.....	1 40	259 02	1123 68	185 66
1298 34	993 00	40 00	.....	115 05	150 29	1298 34	.....
1849 40	951 00	.....	.....	25 30	100 84	1077 14	772 26
981 54	600 00	12 00	.....	36 57	329 97	978 54	3 00
850 30	520 00	30 00	.....	40 00	217 19	807 19	43 11
1653 65	1079 86	.....	.....	.....	249 46	1329 32	324 33
2138 87	910 00	.....	.....	54 15	226 62	1190 77	948 10
595 57	283 84	.....	.....	56 94	249 89	590 67	4 90
2075 02	1000 00	113 27	.....	58 88	139 96	1312 11	762 91



TABLE A.—The Common

VILLAGES—Continued.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries, (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Elora .....	178 12		1248 88	112 03	5 25	526 87
Embro .....	74 00		609 00		14 00	7 35
Fergus .....	148 00	30 45	1400 00	283 77		281 43
Fort Erie .....	93 00	27 00	545 00	47 00		570 84
Gananoque .....	164 00		450 00			373 41
Garden Island .....			116 00		205 50	183 01
Georgetown .....	156 00		903 50		16 00	24 35
Hawkesbury .....	140 00		200 00	250 00	263 24	70 98
Hespeler .....	95 00		650 00	114 43		80 49
Holland Landing .....	80 00	12 50	700 00			2 50
Iroquois .....	76 00		103 04	207 23		69 34
Kemptville .....	117 00	8 00	460 00		91 20	199 81
Kincardine .....	150 00	20 10	806 05			31 38
Lanark .....	134 00		758 00		4 75	425 47
Listovell .....	98 00	8 00	113 69	537 95	0 50	360 69
Merrickville .....	35 50		1050 00	162 00		67 27
Mitchell .....	195 00		1050 00			602 52
Morrisburgh .....	118 00		118 00			374 00
Mount Forest .....	113 50		979 05	20 66	12 50	73 25
Newburgh .....	120 00		382 43			
Newcastle .....	100 00		402 08		230 87	189 05
New Edinburgh .....	37 00	30 00	55 80	993 08	102 66	1211 07
New Hamburg .....	121 00	41 00	1000 00		8 25	658 61
Newmarket .....	157 50	5 00	700 00	50 50	336 40	404 12
Oilsprings .....	257 00		1297 00			73 19
Orangeville .....	88 00	12 00	411 00			41 93
Orillia .....	176 00		600 00		27 70	142 99
Oshawa .....	253 00		1650 00	152 48	36 30	966 65
Pembroke .....	109 00	73 00	56 00	515 13	210 75	367 73
Petrolia .....	78 00	53 20	1500 00			6 00
Portsmouth .....	130 00	9 91	650 00	224 06	32 20	442 36
Port Dalhousie .....	146 00		800 00		152 90	768 64
Preston .....	172 50		1400 00	88 00	20 00	1235 03
Renfrew .....	75 00	7 00	103 42		142 50	21 50
Richmond .....	60 00		180 00		86 95	29 16
Smith's Falls .....	125 00		306 20		206 75	87 43
Southampton .....	90 00	10 05	700 00			19 58
Stirling .....	92 00		450 00			163 71
Strathroy .....	130 00	7 00	130 00	1013 88		38 31
Streetsville .....	83 00	8 00	450 00		15 00	82 13
Thorold .....	356 00	37 25	866 00	100 00	335 58	246 72
Trenton .....	198 00	53 00	1114 96	254 00		504 98
Vienna .....	100 00	16 00	754 55			110 60
Waterloo .....	158 00	20 00	1641 56			49 71
Welland .....	115 00	25 00	791 58			102 60
Wellington .....	80 00		176 70		212 00	7 16
Yorkville .....	183 00	32 10	933 87			318 12
Total .....	7593 62	719 90	39296 73	6257 70	3856 10	17337 59



## Schools of Ontario.—Continued.

## EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during 1887.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1887.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2071 15	1017 62	56 91	252 48		336 02	1663 03	408 12
704 35	411 00			209 40	56 70	677 10	27 25
2143 65	1236 00	100 35	309 42	63 73	123 01	1832 51	311 14
1282 84	648 39	61 33	10 50	33 00	97 62	850 84	432 00
987 41	763 00			49 42	154 09	966 51	20 90
564 51	401 38				163 13	564 51	
1099 85	850 00				249 85	1099 85	
924 22	800 00			3 00	121 22	924 22	
939 92	756 00	5 30			145 46	906 76	33 16
795 00	580 00	25 00			149 68	754 68	40 32
455 61	360 80			7 35	46 79	414 94	40 67
876 01	459 00	26 00		27 57	297 80	810 37	65 64
1007 53	760 00	40 20	109 87		94 78	1004 85	2 68
1322 22	720 00		466 50		133 86	1320 36	1 86
1118 33	657 72	16 00	321 00	4 00	115 45	1114 17	4 66
1314 77	1091 04			42 00	159 74	1292 78	21 99
1847 52	950 00			67 57	202 69	1220 26	627 26
610 00	550 00				60 00	610 00	
1198 96	703 56	5 00		153 17	150 53	1012 26	186 70
502 43	282 00			10 90	209 53	502 43	
922 00	580 00			6 40	135 60	722 00	200 00
2429 61	634 00	67 30	1239 06	22 25	315 25	2277 86	151 75
1828 86	1162 70	82 00		198 37	99 42	1542 49	286 37
1653 52	995 28	10 00		28 70	277 60	1311 58	341 94
1627 19	1010 14			130 43	441 15	1581 72	45 47
552 93	415 50	24 00		4 50	41 14	485 14	67 79
946 69	640 00	3 51		36 75	88 82	769 08	177 61
3058 43	1438 17	20 00		97 98	321 10	1877 25	1181 18
1331 61	557 30	146 00	337 30	30 00	261 01	1331 61	
1637 20	719 50	106 40	133 00	184 46	428 89	1572 25	64 95
1488 53	763 62	22 91		21 50	206 64	1014 67	473 86
1867 54	900 00			29 58	156 80	1086 38	781 16
2915 53	1455 00	41 59		45 16	179 53	1721 28	1194 25
349 42	295 00	15 00		1 80	24 37	336 17	13 25
356 11	200 00				156 11	356 11	
725 38	520 00			18 75	69 66	608 41	116 97
819 63	581 00	20 10			129 99	731 09	88 54
710 71	360 00		220 00		56 50	636 50	74 21
1319 19	701 83	18 25		25 00	50 00	795 08	524 11
638 13	450 00	16 00			41 59	507 59	130 54
1961 55	1104 50	74 50		60 00	162 33	1401 33	560 22
2124 94	1198 17	106 00	100 00	49 99	143 31	1597 47	527 47
981 15	724 60	32 00		79 52	145 03	981 15	
1869 27	1257 00	41 60		122 96	243 63	1665 19	204 08
1034 18	442 00	50 00		8 55	528 27	1028 82	5 36
475 86	337 50			6 40	101 66	445 56	30 30
1467 09	969 92	68 41		291 26	137 50	1467 09	
75063 64	43653 41	1671 61	3499 13	2699 79	10792 80	62316 74	12746 90

TABLE A.—The Common

TOTALS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teacher's Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Total Counties.....	139473 32	11729 13	150035 69	775909 60	30287 92	205880 64
“ Cities.....	11870 50	950 08	72845 46	6686 56	6418 05	32617 44
“ Towns.....	13602 74	1212 02	89696 11	10855 11	10635 48	24565 87
“ Villages.....	7595 62	719 90	39296 73	6257 70	3856 10	17337 59
Grand Total, 1867.....	172542 18	14611 13	351873 99	799708 97	51197 55	280401 54
“ 1866.....	169490 93	14016 36	319154 29	760366 96	53482 10	291460 64
Increase.....	3051 25	594 77	32719 70	39342 01		
Decrease.....					2284 55	11059 10

P O S T						
Total Counties, 1867.....	139473 32	11729 13	150035 69	775909 60	30287 92	205880 64
“ 1866.....	137872 81	10694 56	146265 09	730184 89	33478 27	233002 05
Increase.....	1600 51	1034 57	3770 60	45724 71		
Decrease.....					3190 35	27121 41
Total Cities, 1867.....	11870 50	950 08	72845 46	6686 56	6418 05	32617 44
“ 1866.....	12324 50	848 29	60027 90	12136 52	5906 56	19537 90
Increase.....		101 79	12817 56		511 49	13079 54
Decrease.....	454 00			5449 96		
Total Towns, 1867.....	13602 74	1212 02	89696 11	10855 11	10635 48	24565 87
“ 1866.....	12623 36	1488 29	73804 38	11914 93	10531 28	24130 30
Increase.....	979 38		15891 73		104 20	435 57
Decrease.....		276 27		1059 82		
Total Villages, 1867.....	7595 62	719 90	39296 73	6257 70	3856 10	17337 59
“ 1866.....	6670 26	985 22	39056 92	6130 62	3565 99	14790 39
Increase.....	925 36		239 81	127 08	290 11	2547 20
Decrease.....		265 32				





TABLE B.—The Common Schools of Ontario.

No.	COUNTIES.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
1	Glengarry.....	5998	4915	245	5160	2725	2435	73	337	777	1306	1121	927	692	.....	786	2151
2	Stormont.....	5010	4161	301	4462	2306	2156	25	411	909	1132	868	635	461	46	608	1722
3	Dundas.....	5529	4878	404	5282	2697	2615	47	591	917	1156	985	863	374	396	604	1967
4	Prescott.....	4493	3242	104	3346	1742	1604	32	386	735	820	640	506	229	30	968	1182
5	Russell.....	2364	1609	31	1640	874	766	12	202	316	429	322	228	122	20	682	614
6	Carleton.....	8801	7358	380	7738	3999	3759	51	944	1665	1917	1358	1083	664	107	1299	2908
7	Grenville.....	5394	5067	283	5350	2740	2610	41	624	1056	1214	976	829	433	218	512	1881
8	Leeds.....	9104	7807	610	8417	4426	3991	191	956	1651	2172	1684	1065	565	384	892	3049
9	Lanark.....	8625	7232	359	7591	4059	3532	30	519	1541	1938	1587	1246	633	127	793	2886
10	Renfrew.....	7013	4496	158	4654	2410	2244	30	696	1107	1266	812	492	258	23	1571	1556
11	Frontenac.....	7298	6338	370	6708	3553	3175	71	785	1349	1782	1251	806	440	295	830	2247
12	Addington.....	4737	4161	194	4355	2227	2128	51	439	831	1144	932	633	282	94	330	1594
13	Lennox.....	2174	2086	195	2281	1237	1044	35	271	446	641	1197	330	106	8	174	801
14	Prince Edward.....	5122	4003	544	5147	2739	2408	95	424	856	1341	1197	842	466	21	283	2068
15	Hastings.....	10712	8957	721	9678	5084	4594	116	1330	2129	2507	2037	1265	410	.....	1395	3368
16	Northumberland.....	10509	9145	647	9792	5191	4601	54	1277	2186	2745	1790	1256	538	.....	1150	3348
17	Durham.....	8960	7897	555	8362	4460	3992	128	887	1590	2354	1781	1168	582	.....	621	3081
18	Peterborough.....	6338	5115	342	5457	2783	2674	27	512	960	1260	982	686	404	653	2009	634
19	Victoria.....	7637	6236	359	6985	3518	3167	19	759	1438	1505	1225	786	351	621	867	2306
20	Ontario.....	11431	10047	1125	11172	6077	5095	71	1004	2111	2874	2201	1621	1016	345	812	4358
21	York.....	15449	3640	804	14444	7801	6643	131	1512	2789	3794	2952	2135	1171	91	1210	5413
22	Peel.....	6808	6303	529	6832	3740	3092	85	1711	1379	1737	1432	978	575	.....	527	2521
23	Simcoe.....	14793	11517	794	12311	6636	5655	65	1708	2646	3153	2283	1707	699	105	2065	4431
24	Haltont.....	5323	4664	344	5008	2719	2289	107	446	952	1238	1088	793	422	69	421	1932
25	Wentworth.....	8129	6908	411	7319	3966	3353	116	669	1196	1757	1441	1243	699	314	1131	2866
26	Brant.....	5797	5054	304	5358	2752	2606	93	563	982	1354	1116	824	440	99	509	1618
27	Lincoln.....	5071	4181	293	4474	2401	2073	103	462	867	1260	942	558	214	171	378	1708
28	Welland.....	5295	4735	352	5087	2727	2360	94	546	1094	1408	1136	651	258	54	588	1823
29	Haldmand.....	6481	5738	454	6192	3296	2896	19	660	1164	1529	1328	984	477	50	606	2394
30	Norfolk.....	8475	7561	528	8089	4318	3771	87	929	1633	2154	1668	933	433	339	574	2679
31	Oxford.....	12084	10664	811	11475	5487	5487	47	1174	1881	2732	2439	1901	1028	320	960	4448
32	Waterloo.....	8978	8357	308	8665	4796	3869	51	684	1490	2198	1959	1562	760	12	457	3343
33	Wellington.....	15368	13218	685	13993	7513	6390	39	1696	2971	3676	2906	1848	792	104	1668	4638

# PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest).	2nd class.	3d class.	4th class.	5th class.														
1	1055	806	905	1037	1238	2889	1872	1443	744	740	2958	64	117	15	239	511	52	30	.....
2	898	789	787	825	1059	2165	1809	566	188	631	2113	6	12	7	71	50	.....	.....	.....
3	986	998	975	1085	1129	2633	1049	875	401	449	2595	28	56	11	35	136	.....	.....	.....
4	876	609	526	493	659	1580	758	498	208	362	1545	5	12	3	7	13	.....	.....	.....
5	445	324	299	239	244	1750	330	302	115	233	744	6	16	13	10	98	.....	.....	.....
6	1338	1492	1588	1581	1581	3986	1674	1574	869	721	3943	31	87	45	116	40	7	15	84
7	811	876	967	1011	1196	2884	941	980	289	609	2803	15	44	8	21	8	.....	13	.....
8	1357	1399	1765	1707	1927	4598	1763	1808	661	1059	4549	51	187	45	247	145	.....	7	1
9	1316	1354	1506	1517	1728	4496	2181	2092	1078	989	4412	33	62	51	191	251	25	.....	106
10	993	1050	1053	789	626	2387	1264	1343	430	267	2099	43	19	3	10	52	.....	.....	.....
11	1345	1389	1324	1184	1154	3412	1195	1458	658	753	3348	19	28	19	138	393	4	236	20
12	691	757	829	757	1029	2489	791	948	403	735	2281	17	70	19	19	144	.....	42	.....
13	413	380	401	446	640	1383	580	675	397	531	1266	17	68	13	40	109	.....	.....	12
14	697	841	1001	991	1422	3364	1456	2193	1105	1373	3142	34	118	83	176	247	.....	14	.....
15	1945	2051	2120	1704	1626	5223	2130	2652	1353	5038	5038	156	156	60	276	527	167	9	214
16	2128	2737	2453	1509	965	6731	4482	5014	2181	1139	6807	14	155	107	96	689	15	21	110
17	1517	1839	1989	1737	1289	6123	3312	4072	2117	1299	5866	187	233	69	193	780	160	107	148
18	874	1030	1103	759	782	2981	1627	1711	778	717	2925	22	31	35	56	300	37	59	20
19	1334	1337	1253	1262	1164	3520	1837	1824	982	714	3580	37	54	22	127	610	.....	64	60
20	2053	2110	2350	2044	2130	7210	3460	4389	2004	2103	6789	140	265	121	303	1705	20	.....	205
21	2800	3010	2955	2619	2957	9079	5189	6144	3226	2718	9402	131	356	182	748	2049	356	145	361
22	1240	1310	1599	1234	1599	4317	2294	2389	1335	1460	4245	291	83	238	301	974	174	12	236
23	2382	2385	2757	2115	2043	7039	2980	3926	2285	1719	6721	136	121	63	288	969	136	29	659
24	839	1009	940	886	1080	1865	1589	1902	929	1074	3081	184	91	74	221	504	25	12	75
25	1183	1271	1462	1191	1351	3142	2025	2244	1337	1158	4260	44	135	64	264	958	18	58	73
26	819	997	1118	955	1320	3641	1614	1453	1238	1140	3257	51	182	65	81	464	20	20	16
27	742	742	813	770	1042	2765	1138	1463	596	771	2536	110	41	112	36	404	20	1	82
28	727	847	952	885	1073	3351	1442	1677	763	780	3201	185	132	32	151	514	40	32	18
29	1092	1147	1230	1105	1161	3457	1498	1902	1082	862	3400	183	92	68	243	475	33	31	25
30	1562	1593	1727	1342	1530	4629	1716	2418	614	1030	4226	4	65	26	193	491	22	46	185
31	1941	1950	2382	2013	2312	6127	3429	3905	2725	1176	6222	148	237	78	677	1134	387	113	599
32	2022	1900	1687	1110	1351	5738	2011	2773	1612	1199	5569	82	110	138	240	1810	240	.....	224
33	2946	2710	2805	2457	2527	7957	3912	5300	2609	2123	7595	270	172	101	418	1857	168	.....	50

TABLE B.—The Common Schools of Ontario.—Continued.

No.	COUNTIES.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
34	Grey.....	16476	13572	762	14334	7742	6592	8	1969	3157	3639	2788	1772	771	238	2728	4452
35	Perth.....	11557	10259	418	10677	5605	5072	21	1179	2125	2742	2324	1477	684	146	1221	4157
36	Huron.....	17840	15028	749	15777	8316	7461	56	1779	3094	3899	2946	2295	1117	647	1173	5610
37	Bruce.....	13046	10308	319	10627	5734	4893	12	1284	2457	2833	2013	1430	610	.....	1325	3677
38	Middlesex.....	17953	16097	1025	17122	9148	7974	72	1557	3234	4967	3675	2390	1331	698	1052	6377
39	Elgin.....	8657	7636	827	8463	4563	3900	94	790	1641	2172	1818	1363	645	34	664	3263
40	Kent.....	8657	7483	408	7891	4235	3656	16	896	1434	2102	1495	1181	478	285	935	2638
41	Lambton.....	8709	7510	487	7997	4288	3709	7	862	1424	2055	1715	1098	599	244	540	3012
42	Essex.....	6186	5123	202	5325	2831	2494	20	571	1030	1545	1041	730	254	154	873	1768
43	District of Algoma.....	425	160	.....	160	86	74	5	3	11	11	12	4	7	112	220	65
	Total.....	365096	311066	19741	330807	176018	154789	2547	35944	65181	84728	66755	47124	23336	7739	37455	130329
CITIES.																	
44	Toronto.....	10888	8035	9	8044	4105	3839	.....	874	1210	1777	1526	1423	1234	.....	80	3727
45	Hamilton.....	5000	4739	48	4787	2440	2347	147	276	513	1017	884	1045	1044	8	100	2964
46	Kingston.....	3375	2995	33	3028	1562	1466	200	98	187	511	700	728	804	.....	120	1717
47	London.....	4300	3672	124	3796	1880	1916	.....	309	496	646	524	423	1368	30	.....	1925
48	Ottawa.....	4000	3162	84	3246	1676	1570	225	283	508	741	672	646	396	.....	.....	1433
	Total.....	27663	22603	298	22901	11663	11238	572	1840	2914	4692	4306	4265	4846	38	300	11766
TOWNS.																	
49	Amherstburgh.....	700	567	35	602	337	265	27	31	82	129	148	163	49	.....	33	286
50	Barrie.....	600	573	1	574	304	270	.....	52	103	169	141	72	37	.....	30	227
51	Beville.....	1700	1566	102	1668	874	794	10	190	238	335	423	397	85	.....	90	743
52	Berlin.....	810	726	24	750	363	382	40	59	88	131	161	208	103	.....	27	381



# PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
34	3130	3108	3228	2574	1887	7867	3148	4328	1705	1166	7530	376	84	130	75	108	861	123	108	342
35	2278	2029	2325	1638	1828	5793	2646	3483	1648	1452	5715	76	71	173	72	103	730	10	27	187
36	2873	2904	3241	2846	1838	8337	3971	5781	2839	2011	7155	280	122	218	151	472	1194	135	33	163
37	2103	2136	2308	1956	1848	6040	2614	3343	1681	1555	5436	278	42	85	57	231	1649	21	6	313
38	2783	2837	3262	2876	4108	9453	4621	6425	3337	3103	9407	358	178	413	237	675	1021	333	82	30
39	1176	1403	1553	1025	2567	5147	2499	3093	1513	1879	4972	630	138	222	99	322	165	33	40	40
40	1648	1563	1486	982	1551	4649	2085	2719	1316	1292	4247	155	14	140	62	151	513	27	41	45
41	1458	1620	1509	1429	1686	4256	2068	2727	1266	1166	4070	130	16	76	39	66	381	21	.....	.....
42	1050	1074	1102	914	667	2412	955	1223	547	404	2615	42	1	37	4	22	278	22	11	.....
43	42	39	45	19	18	124	32	26	.....	16	115	2	9	.....	.....	.....	.....	.....	.....	.....
	61959	64067	67748	57526	63830	190414	88987	107726	53164	49012	185180	7992	2451	5264	2746	8563	27329	2855	1424	4813
44	2273	1815	1864	1156	783	6308	3073	6143	1922	2425	4511	191	229	182	163	218	3404	219	1879	.....
45	1480	1021	914	590	153	4280	1009	4320	4253	803	4694	74	30	123	71	37	4228	327	607	736
46	686	797	615	614	310	2031	1388	1832	1459	647	2071	209	205	160	105	113	377	185	865	.....
47	933	1062	991	545	315	2831	2680	1302	646	734	2381	89	574	574	65	353	478	175	580	208
48	1175	570	897	232	283	1533	1128	1111	464	403	1600	108	89	88	49	164	626	20	94	.....
	6547	5265	5281	3197	1844	16983	9278	14708	8744	5012	15807	671	1127	1127	453	885	9113	926	4023	939
49	103	84	156	156	103	328	288	288	221	164	461	31	11	11	17	10	350	.....	.....	.....
50	180	133	92	90	65	469	234	238	119	65	485	.....	.....	.....	10	12	277	.....	89	232
51	405	330	435	283	215	1151	736	853	573	251	949	31	.....	5	4	130	897	.....	30	674
52	251	218	139	63	53	465	314	483	.....	196	535	11	.....	25	6	30	.....	321	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	TOWNS.—Con.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attend- ing School.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not re- ported.		
53	Bowmanville.....	800	636	17	653	329	324	69	71	170	144	136	100	32	14	50	260
54	Brantford.....	2000	1900	46	1946	976	970	30	136	249	423	411	453	260	179	.....	933
55	Brookville.....	1111	1076	36	1112	539	573	.....	71	104	227	218	313	179	.....	.....	637
56	Chatham.....	1200	1109	20	1129	576	553	.....	126	206	274	200	230	93	.....	.....	445
57	Clifton.....	360	315	14	329	168	161	25	29	40	82	74	76	28	.....	18	159
58	Cobourg.....	1100	807	19	826	521	305	172	59	136	223	154	142	112	.....	.....	364
59	Collingwood.....	450	448	.....	448	261	187	33	33	92	114	63	85	61	.....	.....	182
60	Cornwall.....	520	426	7	433	230	203	.....	28	50	133	114	74	34	.....	.....	290
61	Dundas.....	757	726	11	737	405	332	69	84	143	250	140	94	26	.....	.....	468
62	Galt.....	1043	821	.....	821	404	417	.....	35	82	178	137	258	131	.....	.....	503
63	Godenrich.....	950	889	3	892	449	443	.....	47	86	173	178	228	180	.....	12	495
64	Guelph.....	1550	1339	10	1349	800	549	56	104	285	366	275	224	95	.....	.....	315
65	Ingersoll.....	1000	685	29	714	324	390	56	62	121	177	133	133	88	.....	260	326
66	Lindsay.....	700	685	8	693	383	310	.....	72	113	175	148	164	21	.....	21	143
67	Milton.....	267	263	6	269	140	129	.....	.....	14	96	58	80	21	.....	.....	267
68	Napanee.....	625	620	53	673	342	331	12	57	121	221	125	55	05	89	15	128
69	Niagara.....	568	352	4	356	195	161	.....	28	54	82	81	83	28	.....	.....	226
70	Oakville.....	400	417	.....	417	211	205	46	5	19	43	99	116	135	.....	.....	358
71	Owen Sound.....	810	662	19	681	340	341	.....	33	74	67	161	249	97	.....	.....	334
72	Paris.....	712	701	5	706	379	327	.....	35	92	217	180	124	58	.....	12	480
73	Perth.....	700	579	9	588	296	292	.....	31	73	143	108	177	56	.....	100	430
74	Peterboro'.....	1100	1027	19	1046	516	530	75	73	145	294	278	156	40	60	.....	215
75	Pictou.....	655	424	14	438	231	207	.....	25	76	116	81	89	51	.....	.....	421
76	Port Hope.....	1120	852	20	872	484	388	158	40	95	160	264	244	69	.....	100	228
77	Prescott.....	650	489	1	490	269	221	45	61	87	127	105	100	10	.....	70	133
78	Sandwich.....	420	323	4	327	181	146	.....	28	54	94	60	76	15	.....	.....	280
79	Sarnia.....	660	625	18	643	342	301	70	72	119	128	187	96	41	.....	.....	789
80	St. Catharines.....	2622	1753	13	1766	1006	760	.....	119	296	592	443	248	68	.....	34	400
81	St. Mary's.....	1020	906	13	919	489	430	.....	80	150	289	150	200	50	.....	.....	261
82	St. Thomas.....	503	466	25	491	228	263	37	15	82	108	130	125	31	.....	12	203
83	Simcoe.....	414	375	19	394	226	168	5	28	65	93	84	107	17	.....	91	471
84	Stratford.....	986	863	25	888	467	421	.....	20	113	196	195	276	63	25	.....	379
85	Whitby.....	844	716	24	740	419	321	.....	57	79	153	177	171	103	.....	.....	379

# PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needle-work.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
53	169	75	204	123	87	489	414	658	210	30	414	139	130	239	36	145	42	130	68	.....
54	466	733	392	126	224	1787	1007	1787	592	507	1787	139	130	239	36	145	1659	130	68	.....
55	54	240	181	221	193	801	620	801	753	232	620	9	82	97	13	97	68	.....	317	.....
56	278	251	245	160	231	778	418	528	193	139	721	53	39	43	9	72	.....	20	.....	.....
57	81	95	88	32	73	206	148	177	69	67	216	15	.....	3	8	2	.....	.....	.....	.....
58	117	199	227	200	83	584	427	411	306	132	584	32	12	28	11	55	.....	.....	95	.....
59	148	121	113	25	41	273	273	273	.....	48	252	7	3	4	3	6	.....	.....	.....	.....
60	64	150	78	153	59	333	307	343	75	75	317	7	.....	6	3	.....	.....	.....	.....	.....
61	213	111	134	126	134	621	290	467	129	156	531	7	2	35	9	11	.....	38	35	.....
62	119	205	177	249	71	702	320	588	144	144	497	50	3	25	24	30	230	101	.....	.....
63	192	280	280	383	100	892	450	700	700	100	450	50	5	18	20	50	892	100	.....	.....
64	200	280	238	75	134	923	751	700	238	100	885	23	5	5	19	11	30	95	164	.....
65	152	133	152	75	134	530	249	254	.....	199	323	43	5	26	10	14	37	.....	23	.....
66	179	178	131	149	72	530	232	232	60	177	530	44	12	13	10	14	12	13	20	.....
67	79	62	14	26	38	128	128	88	40	38	128	6	.....	12	.....	26	123	.....	.....	.....
68	127	100	141	211	20	536	276	275	71	91	301	76	2	6	5	.....	.....	.....	.....	.....
69	52	109	92	46	57	298	107	169	169	97	265	11	.....	8	8	31	.....	.....	.....	33
70	100	137	112	88	.....	372	104	104	80	9	260	1	.....	.....	.....	.....	.....	.....	.....	.....
71	195	90	297	88	69	681	280	470	470	117	390	13	27	14	6	.....	.....	.....	.....	.....
72	237	178	138	90	43	649	413	649	163	133	649	43	5	43	7	43	49	.....	12	.....
73	109	122	118	100	39	335	206	206	112	18	224	.....	.....	4	4	.....	.....	40	.....	.....
74	210	318	266	141	101	715	520	548	418	441	775	7	8	25	4	20	.....	.....	207	.....
75	68	104	71	145	98	398	241	340	212	75	330	2	.....	.....	.....	.....	65	40	.....	50
76	125	160	181	140	92	450	256	340	340	198	645	40	.....	75	18	42	84	30	.....	.....
77	125	116	99	58	110	302	236	186	121	97	422	15	5	1	2	13	114	.....	78	.....
78	58	82	76	72	39	220	162	121	.....	75	231	15	2	12	10	.....	.....	.....	30	.....
79	120	223	124	113	47	485	168	457	333	40	381	4	.....	.....	7	.....	308	30	.....	50
80	582	476	363	210	135	1025	492	581	416	177	859	27	5	22	23	77	981	.....	168	.....
81	256	328	155	105	112	423	416	416	416	211	416	6	12	182	10	10	600	92	66	70
82	78	138	100	.....	185	402	189	208	208	168	285	30	2	60	20	25	11	.....	.....	.....
83	38	80	87	91	83	360	163	196	.....	168	222	61	.....	41	40	42	240	.....	.....	.....
84	193	205	122	181	162	586	392	601	601	162	474	23	4	41	40	42	325	206	.....	.....
85	207	144	182	147	60	543	513	563	178	112	604	41	35	27	36	25	.....	.....	.....	.....



TABLE B.—The Common Schools of Ontario.—Continued;

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	TOWNS.— <i>Con.</i>	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attend- ing school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not re- ported.		
86	Windsor.....	979	795	13	808	447	361	.....	99	133	236	155	184	1	.....	315	
87	Woodstock.....	906	906	.....	906	478	428	29	60	136	206	182	181	141	50	427	
	Total.....	34312	29408	686	30094	15034	14160	1064	2255	4465	7364	6557	6551	2714	188	13941	
VILLAGES.																	
88	Amprior.....	376	347	2	349	180	169	16	20	35	50	64	70	108	2	175	
89	Ashburnham.....	354	112	4	116	61	55	8	5	20	27	29	23	12	.....	59	
90	Aurora.....	310	250	44	294	153	141	.....	44	64	59	87	20	20	.....	145	
91	Bath.....	152	106	4	110	61	49	.....	4	4	27	21	20	34	.....	70	
92	Bradford.....	358	204	9	213	133	80	16	3	18	20	60	72	40	.....	143	
93	Brampton.....	500	469	.....	469	199	270	.....	7	47	101	129	176	9	.....	233	
94	Brighton.....	361	356	18	374	196	178	.....	47	72	76	67	70	42	5	156	
95	Caledonia.....	266	217	4	221	126	95	27	14	28	79	50	29	21	.....	86	
96	Cayuga.....	217	203	.....	203	109	94	5	18	37	57	39	47	5	.....	91	
97	Chippewa.....	388	298	6	304	154	150	.....	15	34	45	63	84	63	.....	157	
98	Clinton.....	405	383	.....	383	187	196	.....	48	70	109	81	55	20	.....	165	
99	Colborne.....	253	233	4	237	122	115	.....	46	36	53	57	45	.....	21	83	
100	Dunnville.....	500	437	16	453	240	213	.....	54	90	110	84	91	24	40	174	
101	Elora.....	500	487	12	499	242	257	.....	47	87	123	89	99	54	.....	222	
102	Embro.....	170	158	20	178	88	90	.....	12	44	59	39	20	4	.....	68	
103	Fergus.....	500	462	4	466	253	213	.....	50	74	128	105	72	36	1	199	
104	Fort Erie.....	318	268	.....	268	146	122	.....	4	20	17	20	70	39	20	98	
105	Gananoque.....	488	408	3	411	211	250	.....	107	106	100	59	33	6	.....	175	
106	Garden Island.....	180	135	.....	135	77	58	28	3	12	22	17	43	38	30	58	
107	Georgetown.....	400	320	.....	320	195	135	.....	48	80	105	59	32	6	40	139	
108	Hawkesbury.....	319	194	.....	194	100	94	.....	8	14	22	56	47	47	.....	114	
109	Hespeler.....	333	274	6	280	156	124	.....	23	29	50	65	69	44	53	154	
110	Holland Landing.....	200	177	14	191	91	100	.....	17	30	35	40	45	24	.....	83	
111	Iroquois.....	250	152	4	156	79	77	.....	13	25	50	40	28	.....	.....	61	

# PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
86	214	248	134	150	62	549	222	223	130	33	446	15	4	21	4	31	495	.....	230	.....
87	93	245	133	200	158	700	469	604	126	308	444	17	.....	.....	.....	.....	.....	165	435	.....
	6921	7441	6489	5023	3742	22019	13411	17126	8913	5482	19308	988	416	1176	411	1115	7894	1381	2135	1152
88	73	55	74	56	32	152	35	36	.....	.....	149	2	.....	.....	.....	.....	.....	.....	.....	.....
89	29	27	28	14	8	79	30	50	22	8	50	.....	2	2	2	8	.....	.....	30	.....
90	84	86	40	44	40	90	30	50	15	6	60	6	.....	4	4	4	.....	.....	.....	.....
91	12	22	32	34	10	76	44	54	44	44	76	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	44	30	35	49	55	135	103	112	100	105	115	19	12	26	21	40	.....	.....	48	.....
93	63	88	95	120	103	313	143	313	.....	103	313	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	100	71	75	69	59	274	274	274	.....	59	274	16	.....	26	15	.....	.....	.....	.....	.....
95	31	68	36	26	18	190	32	80	44	10	221	4	.....	1	1	18	.....	.....	.....	28
96	51	51	55	23	23	147	46	203	101	23	203	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	38	62	53	60	91	260	161	194	119	8	204	16	16	16	8	12	60	2	.....	271
98	115	106	48	63	46	200	162	170	189	1	200	1	.....	1	10	10	.....	.....	.....	.....
99	45	67	81	44	.....	228	125	44	.....	24	225	16	.....	.....	.....	.....	.....	.....	.....	.....
100	134	98	88	72	50	170	108	70	62	24	186	16	.....	12	1	4	.....	.....	.....	.....
101	79	116	135	69	90	378	254	338	230	111	342	4	.....	.....	.....	.....	425	.....	15	.....
102	29	35	47	24	24	124	60	72	.....	8	342	6	3	9	1	58	.....	.....	.....	.....
103	82	133	79	92	81	446	266	313	243	148	407	17	6	21	7	34	174	.....	.....	.....
104	42	30	68	60	67	175	78	75	30	23	195	24	16	10	39	.....	.....	.....	.....	.....
105	128	120	50	113	.....	327	140	146	.....	.....	312	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	18	55	20	28	44	117	42	30	30	14	135	5	5	5	4	.....	40	4	30	.....
107	72	77	30	50	31	108	90	93	.....	35	108	.....	.....	12	10	.....	100	.....	.....	.....
108	35	26	42	33	58	132	87	102	102	14	132	2	.....	5	5	6	.....	.....	.....	.....
109	70	41	30	34	201	50	50	206	190	62	209	30	25	15	26	.....	.....	.....	.....	.....
110	10	30	30	40	81	131	100	40	.....	20	181	6	.....	.....	.....	.....	.....	.....	.....	.....
111	19	42	45	28	17	60	28	28	.....	7	64	2	.....	7	.....	.....	.....	.....	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

No.	VILLAGES.—Con.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
112	Kemptville.....	300	187	6	193	98	95	4	27	37	40	61	21	7	.....	100	82
113	Kincardine.....	419	416	3	419	225	194	.....	33	85	131	87	79	4	.....	100	178
114	Lanark.....	250	134	1	135	76	59	.....	10	17	27	35	28	18	.....	15	79
115	Listovell.....	280	249	.....	249	129	120	.....	24	45	84	56	40	.....	.....	30	94
116	Merrickville.....	310	267	6	273	157	116	.....	12	31	78	40	69	43	.....	11	109
117	Mitchell.....	525	343	2	345	171	174	.....	27	36	49	80	109	44	.....	.....	210
118	Morrisburg.....	323	272	6	278	162	116	.....	23	66	62	60	50	17	.....	.....	118
119	Mount Forest.....	510	507	9	516	282	264	.....	5	1	17	13	16	5	459	.....	208
120	Newburgh.....	250	247	12	259	136	123	.....	17	52	49	40	53	48	.....	20	126
121	Newcastle.....	250	190	.....	190	120	70	9	3	11	25	54	68	29	.....	.....	86
122	New Edinburgh.....	143	138	3	141	83	58	.....	5	17	43	22	16	38	.....	5	62
123	New Hamburg.....	319	309	7	316	174	142	.....	24	34	72	76	74	36	.....	.....	156
124	Newmarket.....	488	426	34	460	255	205	.....	42	78	135	80	92	33	.....	.....	199
125	Oil Springs.....	496	479	4	483	232	251	.....	140	160	112	71	.....	.....	.....	11	175
126	Orangeville.....	290	260	.....	260	125	135	.....	15	41	57	67	33	47	.....	30	133
127	Orillia.....	222	240	.....	240	122	118	.....	30	25	88	45	54	18	.....	.....	82
128	Oshawa.....	815	686	13	699	356	343	55	57	141	182	130	147	42	.....	.....	335
129	Pembroke.....	250	209	7	216	96	120	2	37	40	57	47	25	11	.....	.....	69
130	Petrolia.....	462	424	20	444	227	217	.....	92	121	113	72	35	11	.....	18	145
131	Portsmouth.....	350	346	.....	346	187	159	10	33	61	82	70	60	40	.....	20	166
132	Port Dalhousie.....	330	262	17	279	162	117	.....	21	43	75	54	41	45	.....	39	119
133	Preston.....	360	357	.....	357	184	173	.....	15	19	75	90	104	54	.....	12	209
134	Renfrew.....	160	104	.....	104	58	46	5	3	21	27	21	26	6	.....	.....	53
135	Richmond.....	90	82	.....	82	41	41	.....	5	29	62	34	31	19	82	.....	88
136	Smith's Falls.....	318	178	2	180	87	93	24	17	26	65	79	33	10	6	.....	99
137	Southampton.....	256	236	.....	236	100	136	.....	21	23	51	52	45	4	.....	.....	90
138	Stirling.....	270	184	10	196	97	99	.....	15	19	101	99	117	38	.....	.....	178
139	Strathroy.....	469	414	.....	414	237	177	.....	15	51	59	48	23	12	.....	25	89
140	Streetsville.....	230	202	10	212	128	84	.....	19	119	170	92	25	24	33	.....	203
141	Thorold.....	550	516	20	536	297	239	14	73	20	102	113	109	61	.....	.....	218
142	Trenton.....	590	489	7	496	286	210	.....	16	33	51	52	72	8	.....	.....	127
143	Vienna.....	250	212	20	232	126	106	.....	22	46	72	75	104	45	29	20	200
144	Waterloo.....	440	330	3	393	210	183	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....



# PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
112	14	26	35	59	32	99	91	59	46	38	151	10	18	6	6	2	6	13	13	32
113	113	109	55	58	29	306	160	194	122	49	306	33	1	6	2	6	236	15	.....	.....
114	16	23	26	30	29	59	59	59	59	12	100	10	1	1	1	1	60	.....	.....	.....
115	70	40	50	40	49	120	49	116	.....	49	150	4	2	3	2	2	.....	.....	20	.....
116	54	47	53	50	62	171	72	75	23	35	171	.....	5	2	2	18	60	.....	.....	.....
117	64	78	79	66	38	191	113	255	84	28	113	7	5	9	7	13	.....	.....	.....	.....
118	60	65	40	38	75	153	85	88	.....	45	153	.....	6	11	27	2	25	8	.....	.....
119	100	81	103	92	105	309	129	77	53	.....	250	11	12	10	12	12	.....	.....	.....	.....
120	32	69	85	61	12	227	158	107	89	9	152	12	12	10	7	.....	.....	.....	.....	.....
121	38	36	53	36	27	152	45	138	.....	.....	.....	2	2	4	2	.....	.....	.....	.....	.....
122	27	31	29	30	24	63	28	18	10	8	66	2	7	10	7	.....	70	.....	27	.....
123	144	79	40	26	27	293	59	191	.....	27	293	.....	.....	4	3	.....	.....	.....	.....	.....
124	69	61	68	87	64	265	122	201	251	101	180	11	.....	14	5	38	.....	.....	.....	.....
125	110	152	103	78	40	235	221	160	140	67	207	14	.....	9	.....	.....	.....	.....	.....	.....
126	60	60	62	41	40	100	45	45	45	31	100	4	.....	.....	.....	10	.....	.....	.....	.....
127	55	32	60	36	57	153	75	93	120	132	150	32	.....	12	.....	12	440	104	40	699
128	246	199	170	102	52	664	265	645	604	48	151	.....	.....	.....	4	.....	.....	.....	.....	.....
129	41	154	56	50	15	131	90	80	5	19	195	6	.....	.....	.....	300	.....	.....	.....	.....
130	153	119	90	35	47	312	78	73	73	71	216	10	24	25	6	41	279	.....	.....	.....
131	53	78	66	90	59	220	151	134	110	49	230	8	12	9	1	56	.....	.....	.....	.....
132	49	42	61	71	56	230	61	72	72	41	283	6	36	22	6	36	.....	19	.....	.....
133	85	97	81	48	36	285	202	211	125	.....	74	.....	.....	.....	.....	.....	.....	.....	.....	.....
134	18	15	10	28	33	80	74	74	74	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
136	32	20	56	20	32	103	97	89	14	.....	148	2	.....	.....	.....	.....	.....	.....	.....	.....
137	49	30	71	20	35	236	75	67	34	28	200	7	9	8	6	4	.....	.....	.....	.....
138	56	45	35	40	20	89	48	30	30	.....	114	.....	.....	.....	.....	.....	.....	.....	.....	.....
139	114	75	133	10	82	300	225	225	30	82	300	.....	.....	.....	.....	300	.....	.....	.....	.....
140	50	62	48	52	.....	141	94	52	.....	35	162	.....	.....	.....	.....	.....	.....	.....	.....	.....
141	125	109	118	118	67	391	190	149	20	57	398	25	110	1	.....	18	178	35	70	.....
142	99	118	114	93	72	327	174	170	50	21	281	18	3	4	6	3	.....	.....	.....	.....
143	24	63	43	72	30	182	94	76	.....	.....	150	21	12	12	.....	.....	.....	.....	.....	.....
144	117	65	84	55	72	276	127	127	40	87	210	30	12	12	5	12	2	50	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.																		
No.	VILLAGES.—Con.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.								Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.			
145	Welland.....	280	171	.....	171	102	69	.....	17	31	45	31	32	15	29	20	83	
146	Wellington.....	200	141	11	152	84	68	20	7	20	31	46	15	33	.....	109	77	
147	Yorkville.....	507	505	.....	505	263	242	3	49	105	135	85	69	62	.....	27	185	
	Total .....	20655	17434	407	17841	9404	8437	246	1633	2876	4128	3597	3274	1682	651	735	7938	
148	Total Counties.....	365096	311066	19741	330807	176018	154789	2547	35944	65181	84728	66755	47124	23336	7739	37455	130329	
149	“ Cities.....	27663	22803	298	22901	11663	11238	572	1840	2914	4692	4306	4265	4846	38	300	11766	
150	“ Towns.....	34312	29408	686	30094	15934	14160	1064	2255	4465	7364	6557	6551	2714	188	1025	13941	
151	“ Villages.....	20655	17434	407	17841	9404	8437	246	1633	2876	4128	3597	3274	1682	651	735	7938	
152	Grand Total, 1867.....	447726	380511	21132	401643	213019	188624	4429	41672	75436	100912	81215	61214	32578	8616	39515	163974	
153	“ “ 1866.....	431812	369768	21127	390895	208589	182306	3932	42379	75788	99357	78735	57624	30407	6605	40336	157865	
154	Increase .....	15914	10743	5	10748	4430	6318	497	.....	.....	1555	2480	3590	2171	2011	.....	6109	
155	Decrease .....	.....	.....	.....	.....	.....	.....	.....	707	352	.....	.....	.....	.....	.....	821	.....	

# PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General (Geography).	Canadian (Geography).	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
145	51	60	37	39	.....	98	40	50	36	24	72	.....	.....	.....	.....	.....	.....	.....	.....	.....
146	19	16	21	21	75	108	63	66	.....	43	108	7	.....	9	4	15	.....	.....	.....	.....
147	128	145	132	55	45	453	208	483	15	72	253	10	.....	.....	.....	39	470	32	.....	.....
	3938	3937	3693	3150	2571	12085	6346	7852	3940	2281	11439	487	335	359	178	607	3282	288	293	1115
148	61959	64067	67748	57526	63830	190414	88987	107726	53164	49012	185180	7992	2451	5264	2746	8553	27329	2855	1424	4813
149	6547	5265	5281	3197	1844	16983	9278	14708	8744	5012	15807	671	1127	1127	453	885	9113	926	4023	939
150	6921	7441	6489	5023	3742	22019	13411	17126	8913	5482	19308	988	416	1176	411	1115	7894	1381	2135	1152
151	3938	3937	3693	3150	2571	12085	6346	7852	3940	2281	11439	487	335	359	178	607	3282	288	293	1115
152	79365	80710	83211	68896	71987	241501	118022	147412	74761	61787	231734	10138	4329	7926	3788	11160	47618	5450	7875	8019
153	76858	79956	79161	68357	72152	232697	113321	141234	69051	60696	221221	10201	3790	8346	3931	10779	54357	5418	7610	7711
154	2507	754	4050	539	.....	8804	4701	6178	5710	1091	10513	.....	539	.....	.....	381	.....	32	265	308
155	.....	.....	.....	165	.....	.....	.....	.....	.....	.....	.....	63	.....	420	143	.....	6739	.....	.....	.....



TABLE B.—The Common Schools of Ontario.—*Concluded.*

## POSTSCRIPT.

## PUPILS ATTENDING THE COMMON SCHOOLS.

No.	TOTALS.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
156	Total Counties, 1867 .....	365096	311066	19741	330807	176018	154789	2547	35944	65181	84728	66755	47124	23336	7739	37455	130329
157	“ “ 1866 .....	353221	303535	19920	323455	172836	150519	2002	33562	65397	83434	64188	44764	22604	6506	37770	126483
158	Increase .....	11875	7531	.....	7352	3182	4170	.....	.....	.....	1294	2567	2360	732	1233	.....	3846
159	Decrease .....	.....	.....	179	.....	.....	.....	55	618	216	.....	.....	.....	.....	.....	315	.....
160	Total Cities, 1867 .....	27663	22603	298	22901	11663	11238	572	1840	2014	4692	4306	4265	4846	38	300	11765
161	“ “ 1866 .....	27533	22606	188	22794	12094	10700	64	1988	3489	5066	4194	4161	3896	.....	305	10753
162	Increase .....	130	.....	110	107	.....	538	508	148	575	374	.....	104	950	38	.....	1013
163	Decrease .....	.....	3	.....	.....	431	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....
164	Total Towns 1867 .....	34312	29408	686	30094	15934	14160	1064	2255	4465	7364	6557	6551	2714	188	1025	13941
165	“ “ 1866 .....	32804	28092	627	28719	15200	13519	1024	2456	4337	6995	6771	5636	2492	32	1375	13432
166	Increase .....	1508	1316	59	1375	734	641	40	.....	128	369	.....	915	222	156	350	509
167	Decrease .....	.....	.....	.....	.....	.....	.....	.....	201	.....	214	.....	.....	.....	.....	.....	.....
168	Total Villages, 1867 .....	20655	17434	407	17841	9404	8437	246	1633	2876	4128	3597	3274	1682	651	735	7938
169	“ “ 1866 .....	18254	15535	392	15927	8459	7468	242	1373	2565	3862	3582	3063	1415	67	886	7197
170	Increase .....	2401	1899	15	1914	945	969	4	260	311	266	15	211	267	584	.....	741
171	Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	151	.....

POSTSCRIPT.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
156	61959	64067	67748	57526	63830	190414	88987	107726	53164	49012	185180	7992	2451	5204	2746	8553	27329	2855	1424	4813
157	60761	63078	65821	57001	63549	183410	85192	103198	48605	40443	178452	7555	2498	5552	2861	8147	27842	2751	1587	5239
158	1198	989	1927	525	281	7004	3795	4558	4559	2569	6728	437	47	288	115	406	513	104	163	426
159	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
160	6547	5265	5281	3197	1844	16983	9278	14708	8744	5012	15807	671	1127	1127	453	835	9113	926	4023	939
161	6146	6349	4286	3487	2394	17648	10241	14637	8949	6633	15600	693	621	1229	520	640	13119	928	4184	741
162	401	.....	995	.....	.....	.....	.....	71	.....	1621	207	.....	506	102	67	245	4066	2	161	198
163	.....	1084	.....	290	550	665	963	.....	205	.....	.....	22	.....	.....	.....	.....	.....	.....	.....	.....
164	6921	7441	6489	5023	3742	22019	13411	17126	8513	5482	19308	988	416	1176	411	1115	7894	1381	2135	1152
165	6596	7209	5946	4939	3436	20404	12224	15945	7236	5424	18108	1138	391	1186	376	1230	9544	795	1508	1129
166	325	232	543	84	306	1615	1187	1181	1677	58	1200	.....	25	.....	35	.....	.....	586	627	23
167	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	.....	10	.....	115	1650	.....	.....	.....
168	3938	3937	3693	3150	2571	12085	6346	7852	3940	2281	11439	487	335	359	178	607	3282	288	293	1115
169	3355	3320	3108	2930	2773	11235	5664	7454	4261	2196	9061	815	280	379	174	762	3852	944	331	602
170	583	617	585	220	.....	850	682	398	.....	85	2378	.....	55	.....	4	155	570	656	.....	513
171	.....	.....	.....	.....	202	.....	.....	.....	321	.....	.....	328	.....	20	.....	.....	.....	.....	38	.....

TABLE C.—The Common

## COMMON SCHOOL

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.												
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.	Not reported.
Total Counties.....	4224	2604	1620	656	418	1358	1272	244	48	23	15	37	60	.....	28	65
“ Cities.....	206	53	153	43	54	46	45	5	7	.....	.....	.....	.....	.....	1	5
“ Towns.....	296	114	182	57	63	92	59	12	7	1	.....	4	.....	.....	.....	1
“ Villages.....	164	78	86	39	17	46	39	5	3	.....	.....	2	13	.....	.....	.....
Grand Total, 1867.....	4890	2849	2041	795	552	1542	1415	266	65	24	15	43	73	.....	29	71
“ 1866.....	4789	2925	1864	844	529	1486	1339	272	87	17	18	49	81	1	37	29
Increase.....	101	.....	177	.....	23	56	76	.....	.....	7	.....	.....	.....	.....	.....	42
Decrease.....	.....	76	.....	49	.....	.....	.....	6	22	.....	3	6	8	1	8	.....





TABLE D.—The Common

TOTALS.	SCHOOLS.					SCHOOL HOUSES.													
	Number of School Sec- tions.	Number of Schools open.	Number of Schools closed or not reported.	Number of free Schools.	Number of Schools, part- ly free, at 25 cents per month and under.	Total Number of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.			
							Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Leased.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.
Total Counties...	4221	4147	74	3613	534	4172	561	335	1680	1577	19	3705	344	77	46	37	10	58	25
“ Cities .....	64	64	.....	64	.....	64	27	12	25	.....	.....	46	12	6	.....	3	.....	.....	.....
“ Towns .....	116	116	.....	91	25	116	55	18	42	1	.....	88	6	19	3	3	.....	.....	.....
“ Villages ...	95	95	.....	70	25	95	36	16	38	3	2	84	4	5	2	.....	4	.....	.....
Grand Total, '67	4496	4422	74	3838	584	4447	679	381	1785	1581	21	3923	366	107	51	43	10	62	25
“ '68	4457	4379	78	3741	638	4399	642	372	1751	1604	30	3852	374	111	62	34	7	41	19
Increase .....	39	43	.....	97	.....	48	37	9	34	.....	.....	71	.....	.....	.....	9	3	21	6
Decrease .....	.....	.....	4	.....	54	.....	.....	.....	.....	23	9	.....	8	4	11	.....	.....	.....	.....

## Schools of Ontario.

SCHOOL VISITS.								Number of Examinations.	Number of Schools distributing prizes.	Number of Schools holding recitations.	LECTURES.			TIME OPEN.		
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.				Total.	Local Superintendents.	Other persons.	Number of Schools whose time is reported.	Total number of months and days open, including holidays and vacations.	Average No. of months and days open, including holidays and vacations.
62470 5117 6735 3899	8280 1106 1081 438	4591 1513 1754 432	1373 42 130 190	1887 47 96 142	491 4 45 9	16235 814 1217 989	29613 1591 2412 1699	7126 63 219 157	1504 38 59 46	1839 51 59 45	3017 8 98 44	2679 8 82 30	338 ..... 16 14	4099 64 110 92	45166.29 768. 1313.10 1079.04	11.01 12. 11.28 11.22
78221 75444	10905 10783	8290 7445	1735 1830	2172 2350	549 440	19255 19056	35315 33540	7565 7728	1647 1541	1994 2047	3167 3357	2799 3017	368 340	4365 4297	48327.13 47650.02	11.03 11.03
2777 .....	122 .....	845 .....	..... 95	..... 178	109 .....	199 .....	1775 .....	..... 163	106 .....	..... 53	..... 190	..... 218	28 .....	68 .....	677.11 .....	..... .....



TABLE E.—The Common

	No. of schools reported.	No. of schools opened and closed with prayer.	Schools using the Bible or Testament.	NUMBER OF SCHOOLS USING																
				READERS		SPELLING BOOKS.					ARITHMETICS.			GRAMMARS.				GEOGRAPHIES		
				Irish National.	Various.	Mayor.	Canada.	Sullivan or National.	Various.	Irish National.	Sangster's National.	Various	Sullivan or National.	Lennie.	Bullion's.	Various.	Sullivan or National.	Lovell or Hodgins.	Morse or various.	
Total Counties ...	4147	2755	2782	4083	25	38	239	3162	277	448	3663	18	320	2492	699	522	287	3363	180	
“ Cities .....	64	64	63	44	18	.....	.....	56	18	.....	58	5	...	45	17	14	1	52	9	
“ Towns .....	116	101	95	101	12	3	1	103	14	5	113	1	1	53	47	29	6	99	16	
“ Villages ...	95	73	56	88	10	.....	.....	81	11	3	91	2	1	62	24	15	8	84	2	
Grand total, 1867	4422	2993	2996	4316	65	41	240	3402	320	456	3925	26	322	2652	787	580	302	3598	213	
“ 1866	4379	2952	2992	4235	54	65	285	3268	302	624	3552	33	420	2654	.....	865	468	3464	194	
Increase.....	43	41	4	81	11	.....	.....	134	18	.....	373	.....	...	.....	787	...	...	134	19	
Decrease .....	.....	.....	.....	.....	.....	24	45	.....	.....	168	.....	7	98	2	.....	285	66	.....	.....	

## Schools of Ontario.

## BOOKS, MAPS AND APPARATUS.

HISTORIES.					BOOK-KEEPING		MENSURATION		ALGEBRA.			GEOMETRY.			OTHER BOOKS.			APPARATUS.							
England.	Greece or Rome.	Canada.	National Readers.	Various.	Irish National.	Various.	Irish National.	Various.	Colenso.	Sangster.	Various.	Irish National.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Total No. of Maps.	Number of schools using maps.	Using globes.	Using blackboards.	Using sets of apparatus.	Using tablet lessons.	Using magic lanterns.	Sch. museum of nat. hist.
1751 61 83 4 50 2	60 39 1079 20 5 17	1079 39 20 5 5 17	440 20 16 6 4 32	16 5 6 17 4 32	698 45 699 47 18 24	699 45 688 37 43 7	688 37 43 7 24 ...	43 25 633 12 586 19	633 25 586 12 19 19	586 12 176 25 7 1	176 25 38 ..... 1 1	989 44 17 11 38 1	17 11 19 1 2 2	19 1 2 1 2 1	2 6 21 6 10 10	21 6 22983 703 2 95	22983 703 3201 64 767 95	3201 64 1029 43 115 54	1029 43 3984 64 51 103	3984 64 262 30 74 16	262 30 946 49 17 11	946 49 45 17 5 8	45 17 20 11 1 2		
1945 66 1965 13	66 1190 13 1160	1190 482 1160 585	482 31 585 40	31 777 40 921	777 809 921 689	809 794 689 820	794 52 820 64	52 731 64 772	731 646 772 527	646 225 527 279	225 39 279 157	1150 1157 29 49	1157 29 49 30	29 30 22 15	2 37 15 11	37 25930 11 25148	25930 3475 25148 3298	3475 1177 3298 1140	1177 4225 1140 3979	4225 325 3979 396	325 1097 396 1085	1097 75 1085 57	75 34 57 60	34 20 60 11	
..... 20	53 .....	30 .....	103 9	144 .....	120 .....	26 12	41 .....	119 .....	54 .....	118 .....	7 20	20 8	13 .....	26 .....	782 .....	177 .....	37 .....	246 .....	71 .....	12 .....	18 .....	26 .....			

TABLE F.—The Roman Catholic

SECTIONS.		Number of Separate Schools.	RECEIPTS.					EXPENDITURES.				PUPILS AND TIME.		
			Amount of the Legislative Grant paid in 1867.	Legislative apportionment for maps, apparatus, prizes and libraries.	Amount raised from School Rate on supporters.	Amount subscribed by supporters, and other sources.	Total amount received.	Amount paid to Teachers.	Am't paid for maps, apparatus, prizes and libraries, including 100 per cent.	Amount paid for other purposes.	Number of pupils.	Number of months open.	Average attendance.	
			\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.				
Alice.....	2	1	4 50		30 67	3 43	38 60	38 60						
Anderdon.....	3, 4	1	30 50		170 00		200 50	140 00		60 50	61	12		
Arthur.....	1	1	39 00		207 15	12 70	258 85	200 00		58 85	104	12		
Do.....	3	1	45 50		199 06	0 40	244 96	228 85		16 11	148	12		
Do.....	6	1	38 00		210 09		248 09	205 62		42 47	110	12		
Do.....	11	1	27 50		142 00	4 65	174 15	150 50		23 65	75	12		
Artemesia.....	6	1	31 50		129 05		160 55	133 00		27 55	60	10		
Asphodel.....	4	1	25 50		129 08	12 33	166 91	69 20		97 71	77	12		
Bedford.....	2	1	33 00			46 35	79 35	32 09		47 26	53	6		
Biddulph.....	6	1	29 00		173 07	6 10	208 17	177 50		30 67	66	12		
Do.....	9	1	42 50				42 50	42 50			80	12		
Brighton.....	15	1	29 00		76 52		105 52	89 50		16 02	57	11		
Brudenell.....	1	1	37 00		30 00		67 00	48 00		19 00	42	11		
Camden East.....	15	1	19 50		59 13	1 01	79 64	35 50		44 14	68	11		
Charlottenburgh	15	1	30 00			120 50	150 50	32 00		118 50	35	9		
Do.....	16	1	47 50		22 00		69 50	44 00		25 50	49	12		
Do.....	17	1	29 00		9 00	46 00	84 00	56 00		28 00	47	10		
Culross.....	*1	1	8 50				8 50	8 50						
Dalhousie.....	7	1	16 00			56 00	72 00	72 00			23	12		
Downie.....	9	1	60 50	8 25	167 00	17 25	253 00	167 25	16 50	69 25	126	12		
Edwardsburgh.....	2	1	30 00		76 57	30 10	136 67	120 00		16 67	54	10		
Ellice.....	7	1	31 00		185 97	5 65	222 62	200 00		22 62	58	12		
Elzevir.....	4	1			57 00	15 00	72 00	72 00			34	7		
Etobicoke.....	6	1	8 50				8 50	8 50			17	6		
Flamboro' E.....	6	1	38 00		50 90	76 50	165 40	110 00		55 40	40	12		
Do W.....	2	1	25 50	14 00			39 50		28 00	11 50	80			
Glenelg.....	5	1	38 00		158 00	4 24	200 24	165 00		35 24	76	11		
Grantham.....	*7	1	21 00				21 00	21 00						
Grattan.....	1	1	29 00		100 00		129 00	100 00		29 00	57	11		
Greenock.....	1	1	25 00		66 40	26 97	118 37	74 81		43 56		12		
Gloucester.....	1, 4	1	19 00		170 00		189 00	172 00	7 40	9 60	53			
Haldimand.....	21	1	22 92	5 00	402 00	95 00	524 92	126 00	10 00	388 92	56	10		
Hawkesbury E.....	2	1	51 50		100 00		151 50	128 00		23 50	68	12		
Do.....	4	1	23 50		100 00	3 50	127 00	100 00		27 00	64	12		
Do.....	7	1	29 50		82 70	7 61	119 81	100 00	3 50	16 31	92	12		
Do.....	16	1	24 91		24 00	10 00	58 91	50 00		8 91	35	9		
Hungerford.....	14	1	11 00		36 50	6 17	53 67	46 00		7 67	24	4		
Humberstone.....	8	1	52 50		238 20	119 09	409 79	136 65		273 14	82	8		
Holland.....	3	1	32 50		193 70	6 00	232 20	37 50		194 70	66	12		
Hullett.....	2	1	25 50			105 00	130 50	130 50			66	9		
Howard.....	9	1	8 00		78 03	14 00	100 03	84 00		16 03	41	6		
Kingston.....	8	1	27 00		73 20	88 79	188 99	120 00	5 00	63 99	59	12		
Kitley.....	7	1									23	6		
Lancaster.....	7	1	8 00			48 00	56 00	56 00			32			
Do.....	13	1	30 50				30 50	30 50						
Do.....	14	1	30 50		22 75	81 50	134 75	134 75			32			
Lochiel.....	10	1	73 50			266 75	340 25	340 25			235	12		
Do.....	12	1	28 00			114 00	142 00	124 88		17 12	54	10		
Mara.....	5	1	3 00		177 52	22 20	202 72	108 00		94 72	63	12		
Marlborough.....	5	1	15 50		38 00	10 10	63 60	63 60			60	12		
Melancthon.....	7	1	19 50		147 67	1 39	168 56	162 50		6 06	35	10		
Minto.....	*4	1	13 50				13 50	13 50						
Moore.....	3, 4, 5	1	22 50		160 00	12 00	194 50	172 00		22 50	66	12		
Mornington.....	4	1	9 00		151 55	4 89	165 44	120 00		45 44	43	6		
Nepean.....	7	1	29 20		141 00	16 00	186 20	186 00		0 20	69	12		

\* No Report.



## Separate Schools of Ontario.

TEACHERS.					RELIGIOUS EXERCISES.	NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.													MAPS, APPARATUS, &c.			
Average Attendance.	Number of Teachers.	Male.	Female.	RELIGIOUS ORDERS.	Number of schools opened and closed with prayer.	Number of schools using the Bible.	Number of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Number of maps.	No. of schools using maps.	Apparatus.	Blackboards.	
40	1	1			1		61	35	33	22	33	14									1	
43	1		1		1		104	58	38	28	28	12	3					6	1		1	
44	1	1			1		148	160	60	7	60	27			6			4	1		1	
30	1		1		1		110	30	30	8	20	10	1								1	
27	1	1			1		75	48	48	25	40	10			6			4	1		1	
18	1		1		1		60	19	19	7	15		3					3	1		1	
10	1		1		1		77	27	38	10	27							4	1		1	
30	1		1		1		53	33	30	10	12								1			
33	1		1		1		64	58	40	31	33	16						3	1	1		
25	1		1		1		80	45	43	29	26	7						2	1		1	
32	1		1		1	1	57	29	45	37	45	9			1			3	1		1	
19	1		1		1		42	26	22	12	12											
21	1		1		1		68	27	38	11	15	16			3						1	
29	1		1		1		33	12	5	2	4	4									1	
17	1	1			1		49	25	20	8	7										1	
	1	1			1		47	22	26	7											1	
13	1	1			1		23	14	15	2	3	5										
53	1		1		1		126	80	90	46	70	10	1					6	1		1	
27	1		1		1	1	39	44	44	10	12	4									1	
29	1	1					58	21	27	5	25							5	1		1	
8			1		1		34	7			2											
4	1		1		1		14	8	11	6	8	2						5	1		1	
14	1	1			1	1	40	32	30	28	8	2	2								1	
22	1		1				80	40	41	35	20	5	1					6	1		1	
23	1	1			1		76	30	27	10	8							3	1		1	
25																						
17	1		1		1		57	23	30	17	16	5										
26	1		1		1																	
25	1	1			1	1																
19	1		1		1	1	56	29	35	31	39	5						3	1		1	
39	1		1		1		68	26	20	12	5	5										
25	1		1		1	1	64	37	36	4	8										1	
31	1		1		1	1	92	13	20	9	12	2						7	1		1	
12	1		1		1	1	35	15	13	3	3	7										
9	1		1				24	10	6		2										1	
35	1		1		1		64	39	38	19	8	24									1	
15	1	1			1		66	25	25	10	25					1	10	10	1		1	
32	1		1		1		58	31	40	10	2	8						3	1		1	
19	1		1		1		41	20	34	10	8										1	
23	1		1		1		59	19	26	6	3	9					39				1	
10	1	1					23	7	14		2											
6	1		1		1		32	24	18	6	5											
10																						
13	1		1				32	18	20	14	3	2										
103	3	1	2		1	1	197	140	130	90	100	41	20	12	6	30	19	8	1		1	
17	1		1		1	1	48	22	25	17	8										1	
25	1		1		1		63	45	45	32	32											
33	1		1		1	1	60	19	15	3	3	3	1									
18	1	1			1		33	22	20	1	2											
23	1		1		1	1	66	15	10	15	20	25						6	1		1	
11	1	1			1	1	43	26	30	13	13	12										
30	1	1			1		69	46	46	16	8	4										

TABLE F.—The Roman Catholic

SECTIONS.	Number of Separate Schools.	RECEIPTS.					EXPENDITURES.			PUPILS AND TIME.		
		Amount of the Legislative Grant paid in 1897.	Legislative apportionment for maps, apparatus, prizes and libraries.	Amount raised from School Rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Am't paid for maps, apparatus, prizes & libraries, including 100 per cent.	Amount paid for other purposes.	Number of pupils.	Number of months open.	Average attendance.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.			
Nepean.....*13	1	11 50				11 50	11 50					
Nichol.....	1	32 50		182 64	9 62	224 76	199 54		25 22	60	11	2
Normanby.....	2	40 50		33 40	4 36	78 26	75 00		3 26	51	6	1
Do.....	10	21 00		90 00	12 00	123 00	90 00		33 00	63	6	2
Oxford.....	6	14 50		33 34		48 34	45 00		3 34	23	12	1
Otonabee.....	10	22 00	5 00			27 00	17 00	10 00				
Orillia.....	1	22 50		54 60	29 42	106 52	93 02		13 50	51	12	1
Oneida.....	6	16 50			255 06	271 56	170 50		101 06	64	12	2
Osgoode.....*	3	24 00				24 00	24 00					
Do.....	15	14 00				14 00	14 00					
Peel.....	8	31 00		146 88	7 40	185 28	155 00		30 28	72	12	2
Do.....	9	35 00		280 00		315 00	180 00	6 00	129 00	111	12	3
Do.....	12	32 50		194 00	18 85	245 35	200 00		45 35	102	11	4
Do.....	13	16 54	6 25	185 51	30 66	238 96	200 00	12 50	26 46	65	12	2
Percy.....	5	19 50		120 00	2 45	141 95	132 00		9 95	54	12	1
Pilkington.....	6	42 50		180 00		222 50	25 00		197 50	101	12	3
Plantagenet N.....	9	22 50		57 00		79 50	68 50		11 00	47	11	1
Proton.....	6	32 50		123 19	3 60	164 29	156 00		8 29	86	12	3
Raleigh.....	4	41 50		165 00		206 50	200 00		6 50	83	12	4
Do.....	5	29 50		90 50	39 99	159 99	153 00		6 99	74	8	
Do.....	6	45 50		119 29	14 53	179 32	132 00		47 32	62	11	
Sheffield.....	5	53 00		162 79		215 79	183 94		31 85	93	12	4
Sullivan.....	3	8 50			64 00	72 50	71 40		1 10	35	6	
Sydenham.....	7	24 50		176 57	14 33	215 40	188 00		27 40	63	12	
Stephen.....	5	30 00		148 55		178 55	177 55		1 00	66	12	
Sombra.....	5	26 50		162 56		189 06	175 29		13 77	59	8	
Stamford.....	1	17 40		46 31	77 50	141 21	110 96		30 25	63	12	
Do.....	7	38 00		78 53	96 79	213 32	158 82		54 50	71	12	
Toronto Gore.....	6	19 00	6 09	153 00		178 09	100 00	12 18	65 91	68	12	
Vespra.....	7	12 50		77 50	1 90	91 90	90 00		1 90	31	11	
Walpole.....	17	16 85	13 00	90 50	38 38	158 73	93 00	27 00	38 73	39	10	
Wawanosh.....	1	23 50		215 02	4 29	242 81	220 00		22 81	61	12	
Wolfe Island.....	1	43 50	20 00	430 00	30 50	524 00	198 00	40 00	286 00	99	11	
Do.....	4	33 00		104 68	191 47	334 15	168 00	7 00	159 15	106	12	
Do.....	6	4 50		144 00		148 50	144 00		4 50	23	10	
Wellesley.....	9, 10	32 00		214 50	74 17	320 67	250 00		70 67	85	10	
Do.....	11	69 00		502 72		571 72	365 00		206 72	148	12	
Westminster.....	13	12 00		40 00	34 00	86 00	78 50		7 50	25	8	
Williams W.....	11	39 50		167 00		206 50	188 50		18 00	92	12	
Wilnot.....	15	47 50		202 78	235 72	483 00	360 00		126 00	106	12	
Windham.....	8	38 50		111 23	6 88	156 61	154 00	2 50	00 11	92	11	
Yonge and E. T.....	4	21 50		35 50	8 94	65 64	63 00		2 94	32	8	
York.....	1	30 00		80 35		110 35	110 35			78	12	
Do.....	6	50 50		89 70	20 00	160 20	160 00		00 15	64	12	
Do.....	21	47 50		20 00	92 50	160 00	160 00			56	12	
Do.....	22	47 00		122 15	15 00	184 15	184 15			89	12	
Total.....	101	2838 32	77 59	10422 27	2951 48	16289 66	12078 12	187 58	4023 96	6029	10	25

\* No Report.

## Separate Schools of Ontario.—Continued.

TEACHERS.					RELIGIOUS EXERCISES.	NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.												MAPS, APPARATUS, &c.				
Number of Teachers.	RELIGIOUS ORDERS.				Number of schools opened and closed with prayer.	Number of schools using the Bible.	Number of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Number of maps.	No. of schools using maps.	Apparatus.	Blackboards.	
	Male.	Female.	Male.	Female.																		
1 1 1 1	1 1 1 1	1 1 1 1			1 1 1 1		60 51 63 23	40 28 17	50 35	34 6 8	34 14 8	10 10 7		7				7 4 5	1 1 1		1 1 1	
1 1	1 1	1 1					51 64	44 25	44 25	20 20	57 15	20 3							4 5	1 1		1 1
1 																						



TABLE F.—The Roman Catholic

CITIES.	Number of Separate Schools.	RECEIPTS.						EXPENDITURE.			PUPILS AND TIME.		
		Amount of the Legislative Grant paid in 1867.	Legislative apportionment for maps, apparatus, prizes and libraries.	Amount raised from School Rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Am't paid for maps, apparatus, prizes and libraries, including 100 per cent.	Amount paid for other purposes	Number of pupils.	Number of months open.	Average attendance.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.				
Toronto .....	12	1837 00	48 80	2104 27	9 27	3999 34	2947 00	97 60	954 74	2433	12	1218	
Hamilton .....	1	356 50	90 26	747 59	1115 91	2310 26	1777 16	180 52	352 58	987	12	442	
Kingston .....	2	411 50	55 00	1607 79	276 81	2351 10	1820 00	110 00	421 10	701	12	402	
London .....	1	196 50	42 16	901 53	807 83	1948 02	355 50	84 32	1508 20	424	12	234	
Ottawa .....	5	934 00	30 00	1325 38	740 00	3029 38	1930 82	60 00	1038 56	1780	12	747	
Total.....	21	3735 50	266 22	6686 56	2949 82	13638 10	8830 48	532 44	4275 18	6325	12	3043	
TOWNS.													
Amherstburgh .....	1	113 00	20 00	800 00	197 80	1130 80	780 00	40 00	310 80	252	11	118	
Barrie.....	1	80 50	.....	206 78	113 71	400 99	341 28	.....	59 71	161	12	65	
Belleville .....	1	183 00	.....	698 86	30 00	911 86	672 95	.....	238 91	410	11	188	
Berlin .....	1	35 50	.....	195 99	21 76	253 25	228 00	.....	25 25	133	.....	49	
Brantford .....	1	123 50	31 99	318 40	325 75	799 64	625 83	63 98	109 83	291	11	113	
Brockville .....	1	147 00	.....	313 33	144 93	605 26	573 67	.....	31 59	300	11	179	
Chatham .....	1	52 50	5 00	220 35	210 69	488 54	477 12	11 42	.....	154	12	30	
Clifton .....	1	57 50	.....	94 00	173 00	324 50	320 00	.....	4 50	107	12	62	
Cobourg .....	1	116 00	.....	240 00	245 94	601 94	350 65	.....	251 29	149	12	78	
Dundas .....	1	116 50	10 50	174 10	706 50	1007 60	764 00	22 25	221 35	262	12	118	
Guelph .....	1	162 50	15 25	608 70	91 36	877 81	602 98	30 50	244 33	338	12	147	
Ingersoll .....	1	86 50	.....	233 80	500 00	820 30	800 00	.....	20 30	167	6	82	
Lindsay .....	1	101 00	.....	525 86	136 62	763 48	650 00	10 00	103 48	309	12	149	
Napanee .....	1	32 50	.....	60 00	214 00	306 50	120 00	5 00	181 50	90	11	40	
Niagara .....	1	68 50	.....	139 00	32 45	239 95	208 45	.....	31 50	140	12	44	
Oakville .....	1	66 50	5 10	79 75	90 39	241 74	190 00	12 75	38 99	116	12	80	
Paris .....	1	54 00	.....	153 38	10 00	222 38	183 03	.....	39 35	106	12	63	
Perth .....	1	83 50	.....	471 00	28 30	582 80	301 90	.....	280 90	165	11	83	
Peterborough .....	1	159 00	.....	499 90	532 48	1191 38	720 25	19 55	451 58	329	12	155	
Pictou .....	1	69 50	.....	218 60	.....	288 10	211 64	.....	76 46	128	12	69	
Prescott .....	1	132 00	.....	633 00	256 25	1021 25	615 00	.....	406 25	195	9	98	
Sarnia .....	1	.....	.....	158 00	244 38	402 38	152 50	.....	249 88	120	10	64	
Simcoe .....	1	27 74	.....	53 95	78 68	160 37	130 00	.....	30 37	48	11	26	
St. Catharines .....	1	280 50	.....	420 65	231 53	932 68	802 57	.....	130 11	622	12	268	
Stratford .....	1	53 00	.....	159 07	57 17	269 24	250 00	.....	19 24	93	11	53	
Whitby .....	1	55 00	.....	83 62	222 74	361 36	271 93	20 00	69 43	137	12	70	
Total.....	26	2456 74	87 84	7765 09	4896 43	15206 10	11343 75	235 45	3626 90	5322	11	2491	
VILLAGES.													
Chippewa .....	1	58 50	.....	151 50	249 90	459 90	342 50	.....	117 40	73	11	52	
Elora .....	1	23 12	.....	112 03	21 00	161 15	152 62	6 91	1 62	74	11	34	
Fergus .....	1	18 00	.....	283 77	9 90	311 67	276 00	9 90	25 77	61	12	23	
Fort Erie .....	1	12 00	.....	57 00	87 50	156 50	156 00	.....	50	39	12	.....	
Merrickville .....	1	35 50	.....	162 00	.....	197 50	110 00	.....	87 50	69	11	.....	
Mount Forest .....	1	14 50	.....	20 66	6 20	41 36	7 95	.....	33 41	57	12	24	
Newmarket .....	1	56 50	5 00	50 50	67 25	179 25	98 23	10 00	71 02	139	12	54	
Oshawa .....	1	47 00	.....	152 48	41 22	240 70	189 70	.....	51 00	115	10	63	
Pembroke .....	1	43 00	15 00	251 53	319 70	629 23	300 00	30 00	299 23	110	12	43	
Portsmouth .....	1	38 00	.....	224 06	78 20	340 26	233 62	3 00	103 64	105	11	54	
Preston .....	1	29 50	.....	88 00	75 00	192 50	180 00	.....	12 50	43	9	22	
Thorold .....	1	55 00	12 25	100 00	80 00	247 25	216 50	24 50	6 25	185	12	83	
Trenton .....	1	63 00	.....	254 00	20 00	337 00	315 00	.....	22 00	178	12	93	
Total.....	13	498 62	32 25	1907 53	1055 87	3494 27	2578 12	84 31	831 84	1248	11	54	

## Separate Schools of Ontario.—Continued.

TEACHERS.					RELIGIOUS EXERCISES.		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.											MAPS, APPARATUS, &c.				
Number of Teachers.	Male.		Female.		RELIGIOUS ORDERS.	Number of schools opened and closed with prayer.	Number of schools using the Bible.	Number of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Number of Maps.	No. of schools using maps.	Apparatus.	Blackboards.
26	12	14	12	14		12	12	2365	1368	1444	699	1393	384	55	42	42	185	1220	73	12	12	12
7	1	6	5	5		1	1	987	894	480	307	688	235	.....	23	21	37	428	36	1	1	1
3	1	2	2	2		2	.....	701	353	350	245	480	458	60	35	26	.....	35	14	1	1	2
4	1	3	.....	.....		1	.....	424	359	379	349	424	170	25	40	9	.....	25	7	1	1	1
13	7	6	6	6		.....	1	1621	773	705	508	368	130	89	30	20	.....	450	28	5	.....	5
53	22	31	18	27		16	14	4098	3747	3358	2108	3353	1077	229	170	118	222	2158	158	20	12	21
4	1	3	3	3		1	.....	252	204	159	103	133	52	21	4	10	.....	16	1	.....	1	1
2	.....	2	.....	2		1	.....	161	120	104	45	73	17	.....	.....	.....	12	45	15	1	.....	1
2	1	1	.....	.....		1	.....	410	260	295	295	310	20	6	.....	1	30	.....	12	1	.....	1
2	2	.....	1	.....		1	1	133	133	133	32	32	32	.....	.....	.....	.....	.....	8	1	.....	1
2	.....	2	.....	2		1	.....	291	132	132	132	216	39	9	15	.....	15	68	8	1	.....	1
3	1	2	.....	2		1	1	187	100	113	30	14	40	.....	3	1	.....	.....	6	1	.....	1
2	1	1	.....	.....		1	.....	140	67	85	21	18	5	1	2	2	.....	.....	8	1	.....	1
1	1	.....	.....	.....		1	1	107	70	60	21	65	15	10	.....	.....	20	.....	5	1	.....	1
1	1	.....	.....	.....		1	.....	149	99	100	99	149	12	6	.....	.....	9	.....	8	1	.....	1
2	1	1	.....	.....		1	1	262	99	189	74	156	29	7	5	5	.....	.....	13	1	.....	1
2	1	1	.....	.....		.....	.....	150	136	136	43	96	34	7	6	7	5	90	6	1	.....	1
3	2	1	.....	.....		1	.....	167	48	29	29	29	12	3	3	.....	.....	5	1	.....	1	
2	2	.....	.....	.....		1	.....	309	219	219	100	200	39	24	13	10	14	12	11	1	.....	1
1	.....	1	.....	.....		1	.....	90	65	60	40	40	20	4	.....	.....	.....	.....	.....	1	.....	1
1	1	.....	.....	.....		1	.....	140	136	130	30	80	20	6	2	2	.....	.....	6	1	.....	1
2	.....	2	.....	.....		1	1	116	90	71	24	24	9	.....	.....	.....	27	4	1	.....	1	
2	.....	2	.....	2		1	1	106	49	49	49	98	19	.....	.....	.....	49	6	1	.....	1	
1	1	.....	.....	.....		1	.....	165	78	120	60	86	18	.....	4	4	.....	.....	16	1	.....	1
2	2	.....	.....	.....		1	.....	329	158	155	142	210	63	7	5	4	20	.....	14	1	1	1
1	1	.....	.....	.....		1	.....	128	98	98	40	80	.....	2	.....	.....	.....	5	1	.....	1	
2	1	1	.....	.....		1	1	195	127	105	96	86	25	5	1	2	.....	.....	3	1	.....	1
1	1	.....	.....	.....		1	.....	114	63	65	31	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	.....	1	.....	.....		1	.....	33	19	14	5	5	10	2	.....	.....	11	.....	1	1	.....	1
4	1	3	.....	3		1	.....	622	351	541	131	398	55	11	8	11	20	386	9	1	.....	1
1	1	.....	.....	.....		1	.....	93	80	80	37	74	37	3	.....	.....	14	40	5	1	.....	1
1	1	.....	.....	.....		1	.....	119	101	101	81	134	53	20	12	25	12	.....	4	1	.....	1
48	24	24	1	14		23	8	4968	3102	3243	1790	2843	675	154	83	84	171	728	194	25	1	26
1	1	.....	.....	.....		1	.....	73	50	60	40	73	40	4	4	2	12	60	6	1	.....	1
1	.....	1	.....	.....		1	.....	67	44	50	17	48	7	2	.....	.....	.....	5	1	.....	1	
1	1	.....	.....	.....		1	.....	61	41	40	14	42	10	.....	.....	.....	.....	3	1	.....	1	
1	.....	1	.....	.....		1	.....	38	25	25	8	25	3	4	.....	.....	39	3	1	.....	.....	
1	.....	1	.....	.....		1	.....	69	41	41	10	20	4	.....	.....	.....	.....	3	1	1	1	
1	.....	1	.....	.....		1	.....	57	37	37	10	19	8	.....	.....	.....	.....	4	1	.....	1	
1	.....	1	.....	.....		1	.....	139	.....	85	21	71	.....	.....	.....	.....	.....	9	1	.....	1	
2	.....	2	.....	2		1	.....	115	87	80	77	81	20	.....	.....	.....	12	20	8	1	.....	1
1	1	.....	.....	.....		1	.....	110	53	50	27	46	.....	.....	.....	.....	.....	4	1	.....	1	
1	1	.....	.....	.....		1	.....	105	50	30	25	6	.....	.....	.....	.....	.....	6	1	.....	1	
1	1	.....	.....	.....		1	1	33	38	40	6	30	5	.....	.....	.....	.....	6	1	.....	1	
1	1	.....	.....	.....		1	.....	185	135	140	62	97	.....	.....	.....	18	143	10	1	.....	1	
1	1	.....	.....	.....		1	1	178	100	100	80	70	12	6	4	6	3	.....	8	1	.....	1
14	7	7	1	2		13	2	1230	701	778	397	628	109	16	8	8	45	262	75	13	1	12





Separate Schools of Ontario.—*Concluded.*

TEACHERS.					RELIGIOUS EXERCISES.		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.												MAPS, APPARATUS, &c.			
Number of Teachers.		Male.		Female.		Number of schools opened and closed with prayer.	Number of schools using the Bible.	Number of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Number of maps.	Number of schools using maps.	Apparatus.	Blackboards.
Male.	Female.	Male.	Female.	Male.	Female.																	
95	29	66	...	4	...	82	22	5819	3199	3180	1393	1842	710	52	38	21	87	554	236	49	2	66
53	22	31	18	27	...	16	14	4098	3747	3358	2108	3353	1077	229	170	118	222	2158	158	20	12	21
48	24	24	1	14	...	23	8	4968	3102	3243	1790	2843	675	154	83	84	171	728	194	25	1	26
14	7	7	1	2	...	13	2	1230	701	778	397	628	109	16	8	8	45	262	75	13	1	12
210	82	128	20	47	...	134	46	16115	10749	10559	5688	8666	2571	451	299	231	525	3702	663	107	16	125
207	70	137	21	45	...	126	46	17817	10936	11264	6178	9587	3196	627	441	327	526	4476	637	96	8	115
3	12	...	...	2	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	9	1	...	...	...	...	1702	187	705	490	921	625	176	142	96	1	774	...	11	8	10

TABLE G.—The Grammar Schools of Ontario.

GRAMMAR SCHOOLS.		COUNTIES.		MONEYS.									
No.				RECEIPTS.									
				Legislative Grant.		Local Sources.							
				For masters' salaries received from 1st Jan. to 31st December.	For maps, apparatus, prizes and libraries.	From Municipal Grants.	From fees.	From balances and other sources.					Total receipts for 1867.
				\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
1	Alexandria.....		Glengarry.....	69 25	319 00			190 00				82 00	591 00
2	Ancaster.....		Wentworth.....	7 47	325 00			162 50				158 98	740 23
3	Armstrong.....		Renfrew.....	8 45	283 00		8 00	222 03					562 00
4	Barrie.....		Simcoe.....		714 00			350 00			25 00		1649 45
5	Bath.....		Addington.....		220 00		5 00	200 00			113 37		551 37
6	Beausville.....		Lincoln.....	13 09	332 00		8 00	150 00			8 00		679 84
7	Belleville.....		Hastings.....	181 48	1169 00			600 00			143 99		1936 49
8	Berlin.....		Waterloo.....		473 00			250 00					1048 48
9	Bowmanville.....		Durham.....	30 76	806 00		37 00	439 32					1432 32
10	Bradford.....		Simcoe.....		450 00			295 00					897 00
11	Brampton.....		Peel.....	383 10	643 00		9 25	350 00			67 00		1069 25
12	Brantford.....		Brant.....	237 75	600 00		27 25				445 13		1977 98
13	Brockville.....		Leeds.....	287 76	531 00		25 00	802 61					1596 36
14	Caledonia.....		Haldimand.....	35 98	513 00			271 00					1140 40
15	Carleton Place.....		Lanark.....		378 00		7 50	204 38			34 11		692 17
16	Cayuga.....		Haldimand.....	774 76	387 00			200 00			178 30		765 30
17	Chatham.....		Kent.....	5 74	665 00			375 00					2174 76
18	Clinton.....		Huron.....		293 00			420 00					856 38
19	Cobourg.....		Northumberland.....		435 00						54 72		1175 16
20	Collingwood.....		do.....		650 00			325 00			147 00		1256 00
21	Cornwall.....		Simcoe.....	30 00	360 00		5 00	300 00					851 95
22	Drummondville.....		Stormont.....	102 65	692 00		25 00	348 00			*100 00		1417 65
23	Dundas.....		Welland.....		340 00			170 00					808 50
24	Elora.....		Wentworth.....	6 75	496 00		17 00	248 00			280 87		1143 37
25	Farmersville.....		Wellington.....		401 00			250 00					674 25
26	Fergus.....		Leeds.....		185 00		10 00	256 00					451 00
27	Fergus.....		Wellington.....	23 12	406 00		10 00	256 00					820 37

## PUPILS AND TERMS OF ADMISSION.

## MONEYS.

No.	EXPENDITURE.						Number of pupils attending during 1867.	Number of pupils whose parents reside in the town where the Grammar School is situated.	Number of pupils whose parents reside out of the town, but within the county.	Number of pupils whose parents reside in other counties.	Inspector.	Number of pupils admitted by Inspector.	Number not yet examined by Inspector.	Number in subjects in the Classical course.	Number enrolled for the non-Classical course—Regulation 2, Section IV.	Number of new pupils admitted during 1867.	Number of formerly Common School boys admitted free by Scholarship.	At whose expense the Scholarships are maintained.	Fees per term of three months per pupil.
	For masters' salaries.	For building, rent and repairs.	For maps, apparatus, prizes and libraries.	For fuel, books, contingencies, &c.	Total expenditure, 1867.	Balance over.													
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.													
1	437 00	26 00	73 00	591 00	36	18	6	18	10	5	31	19	18	12	12	12	12	Free.	
2	562 50	36 00	10 00	608 50	36	26	1	21	2	15	36	18	15	22	22	22	9	75c.	
3	500 00	16 00	10 00	526 00	33	30	3	21	10	12	42	12	12	42	42	42	9	\$1.50.	
4	1541 00	12 00	10 00	1619 83	67	54	1	34	10	6	42	32	6	42	42	42	9	\$4.	
5	505 00	16 00	10 00	531 37	43	32	1	38	10	2	43	25	2	43	43	43	9	Free.	
6	650 00	9 86	14 13	673 24	32	21	11	28	11	4	32	13	4	32	32	32	13	\$3. \$2.	
7	1534 00	4 25	15 83	1557 99	39	13	2	93	8	37	108	51	15	108	108	108	11	Res. free, others \$3.	
8	897 32	74 00	198 32	1171 64	89	79	1	24	26	15	30	41	15	30	30	30	11	\$3.	
9	1100 00	40 98	94 92	1235 90	52	22	6	81	9	8	87	29	8	87	87	87	2	Trustees.	
10	718 00	201 00	18 50	917 50	84	08	4	36	26	16	42	41	16	42	42	41	2	Trustees.	
11	900 00	54 37	109 77	1069 25	64	44	18	52	9	16	61	29	16	61	61	29	2	75c.	
12	1095 70	55 00	178 30	1339 00	88	54	12	61	18	2	61	60	47	61	61	60	14	Free.	
13	1300 00	55 00	191 36	1596 36	63	43	18	29	6	41	56	35	47	56	56	35	14	\$3.	
14	750 00	13 62	47 45	777 45	54	35	14	39	18	2	47	19	14	47	47	19	14	Town and County.	
15	500 00	287 00	15 00	782 00	54	25	16	40	5	3	26	13	2	26	26	13	13	75c.	
16	300 00	151 16	95 20	446 36	25	51	2	72	1	8	60	50	8	60	60	50	1	Res. free, others \$2.50.	
17	1191 55	86 30	83 38	1359 23	82	85	29	2	2	8	26	15	8	26	26	15	1	Com. Sch. Trustees	
18	683 70	305 95	46 00	1035 65	33	28	7	52	5	25	74	15	34	74	74	15	1	Res. \$1, others \$2.	
19	803 50	305 95	50 00	1159 45	88	34	45	52	38	69	75	86	34	75	75	86	1	\$3.50.	
20	1100 00	305 95	10 00	1415 95	75	35	3	69	2	6	20	7	2	20	20	7	1	Trustees.	
21	490 00	*1300 00	*50 00	*1920 00	30	18	5	6	5	2	20	14	2	20	20	14	1	\$3, non-res.	
22	777 00	34 00	31 50	838 50	32	14	11	24	7	8	32	17	8	32	32	17		\$3.	
23	1097 74	16 00	54 30	1212 04	73	74	6	63	11	24	73	42	10	73	73	42		\$6, \$5, \$4.	
24	602 50	33 35	20 00	655 85	31	24	3	31	4	3	31	19	3	31	31	19		75c.	
25	375 00	26 85	20 00	421 85	71	45	3	31	4	3	31	19	3	31	31	19		Free.	
26	662 00	26 85	20 00	708 85	33	21	1	17	11	1	33	21	3	33	33	21		\$1.50.	

\* Estimated—no Report.



TABLE G.—The Grammar Schools of Ontario.—Continued.

No.	GRAMMAR SCHOOLS.	COUNTIES.	MONEYS.									
			RECEIPTS.									
			Balance from 1866.	Legislative Grant.		Local Sources.				From balances and other sources.	Total receipts for 1867.	
For masters' salaries, received from 1st Jan. to 31st December.	For maps, apparatus, prizes and libraries.	From Municipal Grants.		From Fees.	\$	cts.	\$	cts.				
28	Fonthill	Welland	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
29	Galt	Waterloo	1057 89	485 00	64 63	455 50	90 00	1325 13			5500 54	
30	Gananoque	Leeds		1516 00							827 00	
31	Goderich	Huron	730 22	400 00	15 00							
32	Grimshy	Lincoln	68	407 00	14 75							
33	Guelph	Wellington		882 00		663 62	116 88				1752 22	
34	Hamilton	Wentworth		1114 00	49 62	3458 29	1083 51				1107 50	
35	Ingersoll	Oxford	60 00	759 00	5 00	422 00	36 00				1662 50	
36	Iroquois	Dundas		640 00		269 00	100 44				5705 42	
37	Kemptville	Grenville	5 35	212 00		336 00					1282 00	
38	Kingcardine	Bruce	31 65	411 00		211 35					1100 44	
39	Kingston	Frontenac	68 03	1440 00	37 26	698 00					626 35	
40	Lanark	Lanark	24 00	200 00							666 00	
41	Lindsay	Victoria		345 00	20 00						3688 29	
42	London	Middlesex		1017 00		200 00	148 00				374 00	
43	L'Orignal	Prescott		355 00		250 58	467 00				1580 94	
44	Manilla	Ontario		567 00	30 00	150 00	50 00				2134 00	
45	Markham	York	11 91	653 00	66 00	400 00					647 50	
46	Metcalfe	Carleton	25 00	307 00		150 00	176 20				1019 00	
47	Milton	Halton		468 00		300 00	150 00				1389 13	
48	Morrisburgh	Dundas	5 00	360 00							485 50	
49	Mount Pleasant	Brant		305 00		185 00	17 00				918 00	
50	Napanee	Lennox		675 00	8 40	530 00	82 75				688 00	
51	Newburgh	Addington		827 00		112 04	6 75				663 18	
52	Newcastle	Durham	151 00	371 00	15 00	400 00	102 72				1453 63	
53	Newmarket	York	7 49	225 00		300 00	199 25				1168 88	
54	Niagara	Lincoln	118 00	320 00	13 00	300 00	140 00				1136 25	
							284 00				672 49	
											1085 00	

## PUPILS AND TERMS OF ADMISSION.

Fees per term  
of  
three months  
per pupil.

At whose  
expense the  
Scholarships are  
maintained.

Scholarship.  
Number of formerly  
Common  
School boys, admitted free by

Number of new pupils admitted  
during 1867.

Classical course—Regulation  
2, Section IV.

Number enrolled for the non-  
classical course.

Number in subjects in the Clas-  
sical course.

Number not yet examined by  
Inspector.

Number of pupils admitted by  
Inspector.

Number of pupils whose parents  
reside in other countries.

Number of pupils whose parents  
reside out of the town, but  
within the county.

Number of pupils whose parents  
reside in the town where the  
Grammar School is situated.

Number of pupils attending  
during 1867.

Balance over.

Total expenditure, 1867.

For fuel, books, contin-  
gences, &c.

For prizes and libraries.

For maps, apparatus.

For building, rent and  
repairs.

For masters' salaries.

No.

28	\$ 1115 37	\$ 60 00	\$ 129 26	\$ 41 80	\$ 101 22	\$ 179 97	\$ 1325 13	\$ 1024 99	89	19	64	6	55	27	82	1	32	5	Trustees	\$3.50.
29	\$ 2450 95	\$ 1802 83	\$ 41 80	\$ 101 22	\$ 179 97	\$ 1325 13	\$ 1024 99	134	134	31	20	83	111	23	133	1	60	10	Trustees	\$4.
30	\$ 750 00	\$ 20 00	\$ 30 00	\$ 30 00	\$ 57 00	\$ 827 00	\$ 827 00	464 17	60	42	18	3	38	11	45	4	13			\$2.
31	\$ 1126 38	\$ 30 45	\$ 39 65	\$ 23 25	\$ 23 25	\$ 985 48	\$ 985 48	122 11	49	39	5	5	40	9	49	4	22			\$3.
32	\$ 925 00	\$ 7 58	\$ 30 00	\$ 179 56	\$ 179 56	\$ 1662 50	\$ 1662 50	464 17	49	39	5	5	40	9	49	4	22	8		75c.
33	\$ 1338 00	\$ 144 94	\$ 100 00	\$ 228 00	\$ 228 00	\$ 5705 42	\$ 5705 42	106	106	90	11	5	90	16	88	8	61			\$4. \$2.
34	\$ 2333 45	\$ 3001 85	\$ 100 00	\$ 45 00	\$ 45 00	\$ 1040 00	\$ 1040 00	242 00	69	52	14	3	12	7	44	25	8			75c.
35	\$ 860 00	\$ 26 00	\$ 10 00	\$ 45 00	\$ 45 00	\$ 1021 00	\$ 1021 00	79 44	55	22	24	9	13	17	54	1	20			Free to Co., \$2 & \$1 to Village.
36	\$ 950 00	\$ 26 00	\$ 10 00	\$ 45 00	\$ 45 00	\$ 1021 00	\$ 1021 00	79 44	55	22	24	9	13	17	54	1	20			Free.
37	\$ 556 25	\$ 25 00	\$ 10 00	\$ 45 00	\$ 45 00	\$ 1021 00	\$ 1021 00	79 44	55	22	24	9	13	17	54	1	20			\$5, \$4.
38	\$ 600 00	\$ 25 00	\$ 10 00	\$ 45 00	\$ 45 00	\$ 1021 00	\$ 1021 00	79 44	55	22	24	9	13	17	54	1	20			
39	\$ 3264 00	\$ 68 89	\$ 83 71	\$ 146 50	\$ 146 50	\$ 3563 10	\$ 3563 10	125 19	88	79	8	1	79	6	88		26			
40	\$ 250 00	\$ 68 89	\$ 83 71	\$ 146 50	\$ 146 50	\$ 3563 10	\$ 3563 10	125 19	88	79	8	1	79	6	88		26			
41	\$ 743 00	\$ 504 98	\$ 40 00	\$ 292 96	\$ 292 96	\$ 1580 94	\$ 1580 94	60	15	43	5	5	37	23	60					\$2.
42	\$ 2134 00	\$ 6 05	\$ 33 50	\$ 49 60	\$ 49 60	\$ 2134 00	\$ 2134 00	75	60	47	24	4	65	10	75		26			\$1.50.
43	\$ 550 00	\$ 6 05	\$ 33 50	\$ 49 60	\$ 49 60	\$ 2134 00	\$ 2134 00	75	60	47	24	4	65	10	75		26			Free.
44	\$ 959 00	\$ 96 36	\$ 143 25	\$ 39 27	\$ 39 27	\$ 1259 88	\$ 1259 88	129 25	42	28	25	3	29	25	56		18	3		Section \$1, non-res. \$3.
45	\$ 981 00	\$ 96 36	\$ 143 25	\$ 39 27	\$ 39 27	\$ 1259 88	\$ 1259 88	129 25	42	28	25	3	29	25	56		18	3		\$2.
46	\$ 485 50	\$ 50 00	\$ 50 00	\$ 50 00	\$ 50 00	\$ 918 00	\$ 918 00	485 50	34	24	10		11	4	29		16			Free.
47	\$ 818 00	\$ 50 00	\$ 50 00	\$ 50 00	\$ 50 00	\$ 918 00	\$ 918 00	485 50	34	24	10		11	4	29		16			\$3.
48	\$ 600 00	\$ 50 00	\$ 50 00	\$ 50 00	\$ 50 00	\$ 918 00	\$ 918 00	485 50	34	24	10		11	4	29		16			Village \$1, County Free.
49	\$ 656 98	\$ 245 00	\$ 16 80	\$ 289 20	\$ 289 20	\$ 1441 50	\$ 1441 50	12 13	53	45	8		38	2	47		25			\$1.50.
50	\$ 890 50	\$ 61 23	\$ 30 00	\$ 86 00	\$ 86 00	\$ 925 83	\$ 925 83	210 32	62	32	14	16	9	6	46	1	31			Res. free, others \$1.50.
51	\$ 920 00	\$ 9 93	\$ 30 00	\$ 86 00	\$ 86 00	\$ 925 83	\$ 925 83	210 32	62	32	14	16	9	6	46	1	31			\$3.50 to \$2.
52	\$ 800 00	\$ 40 00	\$ 48 00	\$ 7 00	\$ 7 00	\$ 672 00	\$ 672 00	147 00	20	18	2	1	18	5	54		9			\$2.
53	\$ 665 00	\$ 40 00	\$ 48 00	\$ 7 00	\$ 7 00	\$ 672 00	\$ 672 00	147 00	20	18	2	1	18	5	54		9			\$3.
54	\$ 800 00	\$ 40 00	\$ 48 00	\$ 7 00	\$ 7 00	\$ 672 00	\$ 672 00	147 00	20	18	2	1	18	5	54		9			\$4.

\* Estimated—no Report.

TABLE G.—The Grammar Schools of Ontario.—Continued

No.	GRAMMAR SCHOOLS.	COUNTIES.	MONEYS.									
			RECEIPTS.									
			Legislative Grant.				Local Sources.				Total receipts for 1867.	
			For masters' salaries, received from 1st Jan. to 31st December.	For maps, apparatus, prizes and libraries.	From Municipal Grants.	From Fees.	From balances and other sources.				\$	cts.
			\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
55	Norwood	Peterborough	301 40	501 00	407 50	407 50	1830 61	3040 51				
56	Oakville	Halton		485 00		8 00		944 78				
57	Oakwood	Victoria		266 00	200 00		42 50	508 50				
58	Omenee	Victoria	213 29	539 00	100 00	15 00	380 00	1271 29				
59	Orangeville	Wellington	30 87	317 00	89 00	14 00		500 87				
60	Osborne	Russell		243 00	75 00		49 00	367 00				
61	Oshawa	Ontario		775 00	350 00		65 51	1408 22				
62	Ottawa	Carleton	35 51	949 00	625 00	20 00		2901 42				
63	Owen Sound	Grey	50 00	703 00	200 00		247 00	1200 00				
64	Pakenham	Lanark	54 44	312 00	730 72			1097 16				
65	Paris	Brant		515 00	285 91		115 00	890 91				
66	Pembroke	Renfrew		355 00	228 60	7 00		682 00				
67	Perth	Lanark		970 00	470 00		106 00	1682 00				
68	Peterborough	Peterborough		680 00	537 50		93 00	1310 50				
69	Pictou	Prince Edward		483 00	800 00		170 00	1453 00				
70	Port Dover	Norfolk	6 00	413 00	100 00			447 00				
71	Port Hope	Durham		739 00	2181 70		516 00	3436 70				
72	Port Rowan	Norfolk	231 41	236 00				691 52				
73	Prescott	Renfrew		389 00	642 00	25 00	184 00	1158 93				
74	Renfrew	Renfrew	49 90	298 00	206 00	10 00	3920 00	5160 00				
75	Richmond	Carleton		100 00	150 00		4 00	257 95				
76	Richmond Hill	York		300 00	300 00			676 99				
77	Sarnia	Lambton	76 99	497 00	373 00	8 00		1021 75				
78	Scotland	Brant	103 75	266 00	1240 30		61 51	1582 70				
79	Simcoe	Norfolk	14 89	739 00	481 75			1251 75				
80	Smith's Falls	Lanark		350 00	193 80	10 00		622 30				
81	Smithville	Lincoln	10 40	249 00	150 00	12 00	180 00	539 40				



## MONEYS.

## PUPILS AND TERMS OF ADMISSION.

Fees per term  
of  
three months  
per pupil.

At whose  
expense the  
Scholarships are  
maintained.

Number of formerly Common  
School boys admitted free by  
Scholarship.

Number of new pupils admitted  
during 1867.

Number enrolled for the non-  
Classical course—Regulation  
2, Section IV.

Number in subjects in the Clas-  
sical course.

Number not yet examined by  
Inspector.

Number of pupils admitted by  
Inspector.

Number of pupils whose parents  
reside in other counties.

Number of pupils whose parents  
within the county.

Number of pupils whose parents  
reside out of the town, but  
within the county.

Number of pupils whose parents  
reside in the town where the  
Grammar School is situated.

Number of pupils attending dur-  
ing 1867.

Balance over.

Total expenditure, 1867.

For fuel, books, contin-  
gencies, &c.

For prizes and libraries.

For maps, apparatus.

For building, rent and  
repairs.

For masters' salaries.

No.

55	1602 21	1026 63	33 00	12 00	111 23	2752 07	288 44	50	36	13	1	38	12	50	24	18	Free.
56	808 50	33 00	16 00	12 00	95 78	944 78	59	48	48	11	1	54	5	54	16	13	Free.
57	508 50	33 00	16 00	12 00	95 78	944 78	59	48	48	11	1	54	5	54	16	13	Free.
58	1030 50	38 50	45 00	45 00	80 00	1194 00	77	29	46	17	8	69	2	46	8	28	Free.
59	451 00	2 94	28 00	28 00	19 25	560 79	100 00	25	15	9	1	18	7	22	5	27	Free.
60	250 00	5 00	5 00	5 00	12 00	267 00	100 00	94	57	34	3	71	11	94	27	22	\$3, \$1.
61	1275 00	353 49	40 00	40 00	297 75	1347 27	60 95	94	80	7	4	20	11	91	22	12	\$3, \$6.
62	2023 50	353 49	40 00	40 00	297 75	2714 74	186 68	91	80	7	4	20	11	91	22	12	\$3, \$6.
63	1900 00	423 96	40 00	40 00	10 00	1200 00	47	42	32	8	7	42	5	47	21	13	Free.
64	660 20	423 96	40 00	40 00	10 00	1097 16	47	39	40	19	8	58	9	30	1	16	Free.
65	827 50	58 63	14 00	14 00	104 73	390 91	46	39	40	19	8	58	9	30	1	16	Free to residents, others \$3.
66	500 00	73 00	30 00	30 00	100 00	632 00	46	39	40	19	8	58	9	30	1	16	Free to residents, others \$3.
67	1200 00	30 00	30 00	30 00	100 00	632 00	46	39	40	19	8	58	9	30	1	16	Free to residents, others \$3.
68	1225 35	139 45	139 45	139 45	33 65	1310 50	64	46	73	17	1	36	3	46	32	20	\$1.50.
69	1243 34	139 45	139 45	139 45	33 65	1310 50	64	46	73	17	1	36	3	46	32	20	\$1.50.
70	624 30	1675 83	419 53	419 53	70 21	1453 00	64	58	64	22	6	20	18	64	41	28	Free.
71	1300 00	1675 83	419 53	419 53	70 21	1453 00	64	58	64	22	6	20	18	64	41	28	Free.
72	600 00	419 53	419 53	419 53	70 21	1453 00	64	58	64	22	6	20	18	64	41	28	Free.
73	1000 00	3950 60	50 00	50 00	160 00	5160 00	60	35	47	25	2	30	15	37	26	26	\$4 to \$2.
74	562 75	44 12	20 60	20 60	18 09	644 96	2 69	49	38	9	4	30	15	37	26	26	\$3.
75	83 95	24 00	24 00	24 00	11 00	118 95	139 00	19	30	16	1	11	13	25	17	12	75c.
76	600 00	20 78	3 34	3 34	52 87	676 99	46	30	30	16	1	32	14	45	1	27	Free.
77	800 00	163 00	16 00	16 00	101 00	1020 00	21	15	15	6	1	19	6	45	1	2	Free.
78	308 33	1240 30	20 00	20 00	34 67	1382 70	47	35	7	4	4	53	7	46	7	10	75c.
79	1231 75	15 05	24 00	24 00	33 25	1251 75	50	47	56	4	1	34	14	45	7	6	Free.
80	550 00	15 05	24 00	24 00	33 25	1251 75	50	47	56	4	1	34	14	45	7	6	Free.
81	450 00	15 05	24 00	24 00	33 25	1251 75	50	47	56	4	1	34	14	45	7	6	Free.

TABLE G.—The Grammar Schools of Ontario.—*Concluded.*

GRAMMAR SCHOOLS.		COUNTIES.		MONEYS.									
				RECEIPTS.									
No.				Legislative Grant.		Local Sources.							
		Balance from 1866.	For masters' salaries received from 1st Jan. to 31st December.	For maps, apparatus, prizes and libraries.	From Municipal Grants.	From fees.	From balances and other sources.	Total receipts for 1867.					
		\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
82	Stirling		5 64		230 00		600 00		21 00			916 64	
83	Stratford		415 17		630 00		403 00					1530 17	
84	Strathroy				541 00		398 50					949 50	
85	Streetsville				283 00		200 00				10 65	493 65	
86	St. Catharines				663 00		420 00		173 36			1446 36	
87	St. Thomas				632 00		800 00		30 00			1527 75	
88	St. Mary's				614 00		400 00					1473 00	
89	Thorold				553 00		230 00		116 00			1023 00	
90	Toronto		2384 60		1877 00		1025 00		926 10			6633 90	
91	Trenton				183 00		500 00					982 75	
92	Uxbridge		14 70		336 00		351 00		14 50			810 40	
93	Vankleekhill		34		263 00		225 00		30 00			565 00	
94	Vienna				472 00		254 00				46 66	726 00	
95	Wardsville				401 00		100 00					501 00	
96	Wardown		19 73		237 00		128 50		86 75			722 00	
97	Welland		9 53		331 00		150 00					481 12	
98	Weston		80 00		535 00		300 00		215 50			1000 00	
99	Whitby				889 00		664 00		149 00			1172 05	
100	Williamstown				572 00		380 00		60 00			1174 91	
101	Windsor				537 00		356 55				76 00	993 55	
102	Woodstock				740 00		960 00		159 25			1867 25	
	Grand Total 1867		9380 89		53691 00		39109 45		15605 53			134579 29	
103	Do. 1866		7587 77		51816 00		33908 74		15871 00			123268 75	
104													
105	Increase		1793 12		1875 00		5200 71		263			11310 54	
106	Decrease				275 21								

## MONEY-S.

## PUPILS AND TERMS OF ADMISSION.

No.

No.	EXPENDITURE.						Number of pupils attending during 1867.	Number of pupils whose parents reside in the town where the Grammar School is situated.	Number of pupils whose parents reside out of the town, but within the county.	Number of pupils whose parents reside in other counties.	Number of pupils admitted by Inspector.	Number not yet examined by Inspector.	Number in subjects in the Classical course.	Number enrolled for the non-Classical course—Regulation 2, Section IV.	Number of new pupils admitted during 1867.	Number of formerly Common School boys admitted by Scholarship.	At whose expense the Scholarships are maintained.	Fees per term of three months per pupil.
	For masters' salaries.	For building, rent and repairs.	For maps, apparatus, prizes and libraries.	For fuel, books, contingencies, &c.	Total expenditure, 1867.	Balance over.												
82	\$ 525 00	\$ cts. 275 10	\$ 50 00	\$ 94 71	\$ cts. 894 81	\$ cts. 21 83	44	39	5	.....	10	15	44	.....	13	4	.....	\$2.
83	800 00	133 06	50 00	156 37	1139 43	380 74	57	48	9	.....	40	17	42	.....	29	.....	.....	Free.
84	550 00	319 50	20 00	60 00	949 50	.....	43	28	11	4	23	20	39	.....	16	.....	.....	Free.
85	433 97	3 53	4 00	52 15	493 65	.....	65	50	13	2	28	37	51	.....	39	.....	.....	Free.
86	1037 66	72 87	24 00	109 99	1244 52	201 84	53	44	9	.....	43	37	50	.....	20	3	Town.....	\$6, \$5, \$4.
87	1423 67	20 80	31 50	51 78	1527 75	.....	56	30	26	.....	50	6	55	.....	31	.....	.....	Free to Co., 50c. to Town.
88	1225 00	115 00	78 00	55 00	1473 00	.....	58	47	10	1	48	7	58	.....	22	.....	.....	Free.
89	983 00	.....	20 00	20 00	1023 00	.....	71	55	8	8	23	22	55	.....	19	.....	City	75c.
90	3500 00	.....	42 60	167 05	3703 65	2924 25	122	98	20	4	94	28	122	.....	45	14	.....	\$5. \$4.
91	542 12	427 50	.....	13 13	982 75	.....	42	25	2	5	9	13	42	.....	14	.....	County	\$3.
92	666 00	32 60	68 40	34 15	801 15	9 25	62	53	9	.....	17	11	61	.....	22	3	County	\$3 and under.
93	541 00	.....	.....	24 00	565 00	.....	53	26	16	11	15	11	52	.....	35	.....	Free to County, others \$3.	
94	652 00	26 00	.....	48 00	726 00	.....	41	33	8	.....	36	5	39	.....	7	.....	Free.	
95	600 00	.....	.....	.....	600 00	122 00	35	19	10	6	29	6	35	.....	10	.....	Free.	
96	800 00	131 12	.....	.....	931 12	.....	49	45	33	1	34	16	35	.....	20	1	.....	75c.
97	700 00	21 00	.....	279 00	1000 00	.....	92	58	34	.....	54	38	52	.....	48	.....	.....	Free.
98	913 00	165 00	60 30	32 75	1172 05	.....	57	22	29	6	30	16	57	.....	28	.....	County	\$2.
99	1450 00	110 87	30 70	183 34	1774 91	.....	134	100	25	9	35	8	134	.....	40	10	County	\$2 to Town, \$3 to County.
100	1012 00	10 00	108 00	11 00	1141 00	.....	46	10	34	2	41	5	46	.....	41	.....	.....	\$2.50.
101	914 49	.....	.....	9 06	923 55	.....	55	49	6	.....	50	5	55	.....	13	.....	Trustees.....	\$1.
102	1605 00	75 11	24 71	67 14	1771 96	95 29	71	45	25	1	27	25	71	.....	31	2	.....	.....
103	94820 08	19190 39	2137 71	8032 50	124180 68	10398 61	5696	3928	1396	372	3504	1198	5095	145	2245	171	.....	.....
104	87055 71	17653 34	2750 58	6428 23	113887 86	9980 89	5179	3739	1174	266	3275	1275	4619	220	1989	163	.....	.....
105	7764 37	1537 05	.....	1604 27	10292 82	1017 72	517	189	222	106	229	.....	476	.....	256	8	.....	.....
106	.....	.....	612 87	.....	.....	.....	.....	.....	.....	.....	.....	77	.....	75	.....	.....	.....	.....



TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS

No.	GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.								
		Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness' Latin Books	In Arnold's Latin Books.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Caesar.	Reading Virgil.	Reading Livy.
1	Alexandria .....	31	31	26	26	36	36	2	24	12	6	2	3	2	.....
2	Ancaster .....	36	36	36	36	20	36	36	.....	.....	.....	.....	5	.....	.....
3	Arnprior .....	33	33	20	33	.....	22	.....	7	14	7	1	5	1	.....
4	Barrie .....	67	67	40	31	16	46	.....	30	30	12	4	8	4	4
5	Bath .....	43	43	26	26	.....	43	.....	18	24	18	4	13	3	.....
6	Beamsville .....	32	32	32	32	20	32	3	29	32	32	3	7	3	.....
7	Belleville .....	130	130	130	130	62	108	8	.....	59	33	10	10	.....	.....
8	Berlin .....	39	39	.....	.....	39	25	6	10	20	2	.....	5	3	.....
9	Bowmanville .....	89	89	55	79	50	87	55	20	32	32	12	8	12	.....
10	Bradford .....	52	52	52	52	35	42	35	.....	4	4	4	.....	3	2
11	Brampton .....	63	63	63	63	35	64	10	36	64	64	23	14	14	7
12	Brantford .....	88	88	88	88	88	88	.....	76	18	18	12	.....	12	12
13	Brockville .....	63	63	45	45	25	56	24	46	56	56	3	3	3	.....
14	Caledonia .....	54	54	30	54	54	47	.....	20	16	9	9	9	2	.....
15	Carleton Place .....	42	42	42	42	42	26	.....	17	17	26	10	3	3	6
16	Cayuga* .....	29	29	18	26	.....	29	21	5	8	1	.....	3	.....	.....
17	Chatham .....	82	82	82	82	82	60	.....	55	60	60	5	8	5	5
18	Clinton .....	33	29	33	27	33	26	.....	22	4	4	4	2	1	.....
19	Cobourg .....	78	64	39	39	14	74	29	24	29	24	.....	21	.....	.....
20	Colborne .....	75	75	75	75	.....	75	47	.....	.....	12	16	.....	10	2
21	Collingwood .....	23	23	23	23	23	20	.....	17	20	2	3	7	3	.....
22	Cornwall* .....	40	40	30	40	.....	40	18	.....	22	40	5	8	4	1
23	Drummondville .....	32	28	24	.....	32	32	25	.....	6	5	4	2	2	3
24	Dundas .....	73	73	73	73	73	73	.....	23	73	23	17	.....	16	.....
25	Elora .....	31	31	20	31	11	31	5	.....	21	3	3	1	3	2
26	Farmersville .....	71	69	49	49	44	57	.....	49	57	49	4	4	4	1
27	Fergus .....	33	33	33	33	33	33	9	24	33	24	7	1	7	.....
28	Fonthill .....	89	88	55	55	50	82	14	64	82	60	8	8	8	.....
29	Galt .....	134	134	134	134	62	134	.....	112	112	10	10	.....	18	10
30	Gananoque .....	60	60	23	23	.....	60	36	24	60	.....	.....	.....	.....	.....
31	Goderich .....	44	44	40	44	44	45	.....	27	27	18	11	8	3	.....
32	Grimsby .....	49	49	40	40	49	49	.....	21	49	9	7	9	7	.....
33	Guelph .....	80	80	80	80	80	80	25	20	80	80	10	7	19	10
34	Hamilton .....	106	106	106	87	43	88	37	43	88	88	5	19	2	6
35	Ingersoll .....	44	37	15	40	40	.....	.....	20	24	44	.....	38	32	.....
36	Iroquois .....	50	50	48	55	50	54	47	1	54	1	1	6	.....	.....
37	Kemptville .....	48	48	.....	36	.....	48	39	.....	48	.....	.....	22	5	.....
38	Kincardine .....	44	44	44	44	.....	36	28	13	.....	.....	.....	2	.....	.....
39	Kingston .....	88	88	88	88	88	88	5	83	88	88	24	36	24	13
40	Lanark* .....	41	31	20	41	15	13	13	13	.....	13	.....	5	.....	1
41	Lindsay .....	60	60	60	60	60	60	58	.....	14	45	.....	2	.....	.....
42	London .....	75	75	75	75	72	75	9	39	75	75	11	16	6	2
43	L'Orignal .....	41	41	41	41	41	41	36	5	40	5	1	3	1	.....
44	Manilla .....	42	42	42	42	42	42	42	.....	42	30	2	6	2	.....
45	Markham .....	56	54	56	56	56	56	.....	46	10	7	5	19	7	1
46	Metcalfe .....	22	4	12	12	.....	22	.....	16	16	16	.....	6	3	.....
47	Milton .....	29	29	29	29	29	29	.....	20	29	29	20	9	6	.....
48	Morrisburgh .....	46	46	40	22	10	47	45	.....	2	45	1	1	1	.....
49	Mount Pleasant .....	53	53	53	53	24	28	7	21	7	21	.....	3	2	.....
50	Napanee .....	47	47	40	38	30	46	.....	38	3	25	3	6	3	.....
51	Newburgh .....	62	62	62	35	62	62	.....	62	25	7	2	19	2	.....
52	Newcastle .....	54	54	54	54	54	52	.....	52	.....	20	.....	5	1	.....
53	Newmarket .....	21	21	5	21	21	21	.....	17	21	21	.....	7	.....	.....

## Schools of Ontario.

## BRANCHES OF INSTRUCTION.

					IN GREEK.								IN FRENCH.					
Reading Ovid.	Reading Cicero.	Reading Horace.	In Verse Composition.	Average attendance of boys in Latin for whole year.	Total in Greek.	In Harkness'.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Reading Cornille's Horace.
	2	2		7	2		2	2	2	2	2		5	5	2		3	
				5														
				10									10	10	10		6	
	2	2	2	26.5	13	9	13	13		4	2		25	25	25	25	6	2
		1		5		3							12	12	12			
				9.5	2	2	2	2					8	8	8			
		10		29.5	5	5	5	5					28	16	12			
	2			16	6	4	4	5		1	1		5	5			5	
	4			25	11	11							37	6	22	9	5	4
	3	3	2	10.5	10	7	5	3	3	1	3	2	13	13	5		5	1
	3	3	3	24	23	15	23	23	10	13	3	3	53	53	53		28	7
	2	12	12	20	18	6	12	18	6	6	6	5	56	35	35	35	12	2
	3			20.5	20	20	20	20	2				44	44	44	10	21	3
				17	6	6	6	6					13	10	13		3	
		6		12.5	8	3	8	5		5			31	21	31	10	3	10
				4	2	2												
		5		29	9	9	9	9			4		44	44	44	44	20	
		4		8	4		4		4		4		20	20	20		9	
				24	25		11			14			9	9	9			
	5	4	7	17	23	8		8	8		4	3	31	17	3		8	3
	1	1		8.5	4	4	4	4					3	3	3	3		
	2	3	1	19	4	2	2	2	2	2	2	1	5	5	5	5	5	
	2	2	2	10.5	5	1	4	3	1	3	1		10	10	10	3	4	
23	16		17	25	10		10	10	10	10			41	41	41	16	16	16
2				6	1	1	1	1					8	3	5		4	2
				9.5	1	1	1	1		1			16	16	16	13		
3	3	3	7	11.5	6	2	6	5	3	3	3		24	24	24	24	7	3
	3	2	5	26.5	8	5	8	4		3	5		26	26	26		15	1
10	10	12	10	70	54	27	54	10	10	10	10	10	93	93	37		21	10
				14.5									14	14	14	7	7	
	1	9		21.5	8	7				1	1		24	24	10		10	
	7	3		17	10	5	10	5	5		4		12	12	8		5	
	12	8	8	31.5	30	19	30	30	8	15	10		24	24	24	11	11	7
	1	4		51.5	22		22		1	1			53	53	53		14	
8	3			15	6		6	6		2			26		26		3	
		1		15	4	4	4	4		3			6	4	4		1	1
				15	6	6	6						4	4			2	
				10	1	1							12	12	12		6	
	8	7	7	60	31	17	31	31	9	10	5		37	37	37		28	
													8	8	5	5		
	2			15.5	3	3		3					9	6	9		6	
3	3	3	3	42.5	14	11	14	11	3	3	3	1	19	19	19	8	6	2
1				6.5	2	2		2					21	21		21		
				19.5	7	5	2	5	2				18	14	14		4	
		1		17.5	13	11	4	1	1	3	1		20	20	20	8	4	
				6	4	4		4		4			11	6	6		5	
				4	1		1						10	10	10	10		
				14									10	10	10			
				11.5	6	6							9	9	9	5	8	
		2		19.5	3	3	3	3		3			10	10	10		3	
				28	9	6	6	3	3				7	7	5		5	
				12	2	2				2			8	8	8	8		
				9.5	1	1	1	1					7	7	7	7	1	

TABLE H.—The Grammar

## NUMBER IN THE VARIOUS

No.	THE GRAMMAR SCHOOLS.	IN MATHEMATICS.											IN GEOGRAPHY.				
		Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In first four rules of Arithmetic, Reduction and Currency.	In higher rules of Arithmetic.	In first four rules of Algebra.	In higher rules of Algebra.	In Euclid—Books I. and II.	In Euclid—Books III. and IV.	In Plane Trigonometry.	In Logarithms.	In Mensuration and Surveying.	Total in Geography.	In Ancient Geography.	In Modern Geography.	In Canadian Geography.
1	Alexandria .....	31	10	9	.....	31	5	5	4	5	.....	7	.....	26	5	26	14
2	Ancaster .....	36	10	3	16	20	7	3	3	.....	.....	2	.....	36	.....	36	36
3	Arnprior .....	33	7	4	.....	33	6	1	1	3	.....	.....	.....	29	.....	29	29
4	Barrie .....	67	19	19	4	63	3	16	5	14	5	5	.....	67	13	67	.....
5	Bath .....	43	24	6	1	42	13	11	5	1	.....	.....	.....	43	.....	43	43
6	Beamsville .....	32	24	3	1	31	18	6	.....	3	.....	.....	3	27	6	27	10
7	Belleville .....	130	32	18	67	63	.....	32	15	3	1	13	26	130	65	130	130
8	Berlin .....	30	10	10	.....	30	6	4	4	6	.....	.....	.....	25	.....	.....	.....
9	Bowmanville .....	89	39	10	.....	89	18	21	10	.....	.....	.....	2	89	25	89	62
10	Bradford .....	52	45	24	.....	52	27	18	17	7	2	.....	5	52	10	52	52
11	Brampton .....	63	40	30	.....	63	4	36	11	19	1	1	.....	63	22	63	63
12	Brantford .....	88	88	40	30	58	39	49	32	18	20	20	49	88	18	70	70
13	Brockville .....	47	63	45	16	31	24	39	31	14	10	14	14	63	26	50	50
14	Caledonia .....	54	24	18	.....	54	10	14	12	6	1	10	8	54	25	54	54
15	Carleton Place .....	42	26	17	.....	42	.....	26	6	11	3	3	1	42	.....	42	42
16	Cayuga* .....	29	10	4	3	26	4	6	2	2	.....	.....	.....	28	3	25	.....
17	Chatham .....	82	53	26	.....	82	9	44	19	7	3	.....	7	82	82	82	82
18	Clinton .....	31	23	9	12	19	11	12	5	4	.....	.....	.....	32	4	32	.....
19	Cobourg .....	60	32	20	18	42	20	12	20	.....	.....	.....	.....	46	.....	46	46
20	Colborne .....	75	60	40	.....	75	20	40	10	30	3	.....	4	30	10	20	.....
21	Collingwood .....	23	10	7	3	20	5	5	2	5	.....	.....	4	23	.....	23	23
22	Cornwall* .....	40	31	11	9	31	.....	31	5	6	1	.....	1	40	30	40	10
23	Drummondville .....	32	13	15	5	27	3	10	8	7	1	16	6	32	4	28	15
24	Dundas .....	73	73	50	.....	73	20	53	30	20	20	20	20	73	16	73	73
25	Elora .....	31	4	7	1	30	2	2	5	2	.....	.....	.....	31	4	27	27
26	Farmersville .....	69	25	16	.....	69	13	12	9	7	.....	6	3	59	.....	59	59
27	Fergus .....	33	8	7	7	26	2	6	7	.....	.....	.....	.....	33	7	33	7
28	Fonthill .....	89	46	22	35	54	34	12	15	7	15	15	5	63	12	61	61
29	Galt .....	134	95	75	45	89	27	68	53	22	5	10	24	132	10	132	132
30	Gananoque .....	60	11	3	19	41	11	.....	3	.....	.....	.....	.....	36	.....	36	.....
31	Goderich .....	44	22	26	14	30	14	8	18	8	.....	.....	.....	44	11	44	44
32	Grimsby .....	49	23	13	4	45	8	15	9	4	.....	6	.....	49	11	38	.....
33	Guelph .....	80	69	47	6	74	25	44	32	15	.....	.....	.....	80	33	68	68
34	Hamilton .....	106	33	32	31	75	18	15	22	10	.....	.....	.....	106	26	106	106
35	Ingersoll .....	37	31	21	.....	37	20	11	10	11	.....	.....	4	36	.....	36	.....
36	Iroquois .....	48	20	9	30	18	12	8	6	3	.....	8	.....	55	7	47	47
37	Kemptville .....	48	19	16	31	17	11	8	16	.....	.....	.....	.....	48	.....	48	10
38	Kincardine .....	44	20	12	44	.....	11	9	6	6	.....	.....	.....	44	.....	.....	.....
39	Kingston .....	88	59	54	27	61	32	27	23	31	.....	27	43	88	31	88	88
40	Lamark* .....	41	1	7	15	26	.....	1	6	1	.....	.....	.....	37	.....	.....	18
41	Lindsay .....	60	20	20	40	20	10	10	15	5	.....	.....	.....	60	.....	60	.....
42	London .....	75	57	19	18	57	10	38	7	12	3	3	30	75	27	75	75
43	L'Orignal .....	41	8	5	.....	41	4	4	3	2	.....	19	.....	41	5	41	41
44	Manilla .....	42	20	24	10	32	6	14	14	10	3	.....	4	42	6	42	42
45	Markham .....	52	19	17	.....	52	.....	19	9	8	1	.....	5	47	7	47	47
46	Metcalfe .....	17	22	6	4	13	4	18	3	3	.....	.....	3	12	.....	12	12
47	Milton .....	29	10	12	.....	29	.....	10	12	.....	.....	.....	.....	29	9	29	29
48	Morrisburgh .....	45	15	7	.....	45	8	7	3	4	.....	12	.....	27	.....	27	27
49	Mount Pleasant .....	53	24	11	14	39	15	9	11	.....	.....	.....	6	53	.....	53	53
50	Napanee .....	47	5	9	.....	47	.....	5	5	4	.....	15	1	42	6	42	42
51	Newburgh .....	62	30	15	14	48	20	10	4	11	.....	17	12	62	19	62	58
52	Newcastle .....	53	12	10	.....	53	.....	12	9	1	.....	.....	.....	54	.....	54	54
53	Newmarket .....	21	12	12	2	19	4	8	10	2	.....	.....	.....	21	.....	21	.....





TABLE H.—The Grammar Schools

## NUMBER OF PUPILS IN THE VARI

No.	THE GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.								
		Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness' Latin Book.	In Arnold's Latin Book.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Cæsar.	Reading Virgil.	Reading Livy.
54	Niagara .....	20	15	20	20	15	20	10	5	20	10	5	5	5	.....
55	Norwood .....	50	50	50	50	50	50	.....	50	50	13	13	21	13	.....
56	Oakville .....	59	59	59	59	59	51	.....	.....	59	3	.....	9	5	.....
57	Oakwood .....	39	39	39	39	.....	39	10	29	.....	29	.....	4	.....	.....
58	Omenee .....	55	55	30	30	42	46	25	16	46	41	5	11	5	.....
59	Orangeville .....	22	22	22	22	22	22	18	18	18	5	.....	4	3	.....
60	Osborne .....	25	25	25	25	17	25	.....	22	5	8	.....	4	1	.....
61	Oshawa .....	94	94	90	94	57	94	67	4	94	94	15	11	13	.....
62	Ottawa .....	91	63	91	63	91	91	91	.....	91	14	14	.....	14	1
63	Owen Sound .....	47	47	47	45	37	47	13	30	39	9	4	3	4	.....
64	Pakenham .....	42	42	42	42	42	30	.....	30	30	7	.....	4	.....	.....
65	Paris .....	67	63	63	63	66	49	.....	49	49	49	3	9	3	2
66	Pembroke .....	46	46	46	46	46	46	38	.....	30	8	.....	8	.....	.....
67	Perth .....	91	91	91	91	40	90	.....	79	55	35	11	16	11	2
68	Peterborough .....	68	20	.....	68	.....	68	.....	40	12	40	4	10	6	.....
69	Pictou .....	64	64	64	64	64	64	42	22	42	2	2	.....	3	.....
70	Port Dover .....	44	44	44	44	44	40	.....	26	40	6	.....	14	6	.....
71	Port Hope .....	48	48	48	48	48	48	25	.....	48	3	2	8	5	.....
72	Port Rowan .....	46	46	46	46	46	46	43	.....	43	43	2	.....	3	.....
73	Prescott .....	60	60	60	60	60	51	20	.....	28	5	2	3	2	.....
74	Renfrew .....	49	49	49	49	14	38	6	32	32	10	1	6	1	1
75	Richmond .....	25	25	25	25	25	13	.....	13	13	11	.....	4	.....	.....
76	Richmond Hill .....	46	45	45	46	40	45	.....	44	45	45	2	7	2	1
77	Sarnia .....	21	21	21	19	21	18	.....	.....	18	18	.....	4	.....	.....
78	Scotland .....	46	46	46	46	46	47	.....	15	47	1	2	6	1	.....
79	Simcoe .....	60	60	60	60	60	46	.....	21	46	46	16	9	11	.....
80	Smith's Falls .....	50	50	50	50	20	45	.....	43	25	45	2	7	2	.....
81	Smithville .....	35	35	20	30	35	35	23	12	3	3	2	3	.....	.....
82	Stirling .....	44	44	44	44	12	44	.....	43	43	44	.....	7	3	.....
83	Stratford .....	57	57	57	57	57	42	28	.....	15	12	9	5	6	.....
84	Strathroy .....	41	41	41	41	10	39	.....	36	39	.....	.....	3	.....	.....
85	Streetsville .....	65	65	65	65	65	51	20	31	51	3	2	1	4	.....
86	St. Catharines .....	53	53	53	40	26	50	17	7	50	9	9	45	8	7
87	St. Thomas .....	56	54	53	50	56	55	48	8	40	7	5	.....	5	5
88	St. Mary's .....	58	58	58	58	58	58	4	.....	58	54	.....	15	.....	4
89	Thorold .....	71	68	38	38	71	56	20	.....	27	2	2	3	1	1
90	Toronto .....	122	122	122	122	90	122	100	.....	122	100	2	.....	12	2
91	Trenton .....	42	42	42	42	31	42	7	35	35	35	.....	5	.....	.....
92	Uxbridge .....	62	62	62	62	50	61	2	59	61	61	5	6	5	.....
93	Vankleekhill .....	53	52	52	.....	39	52	52	.....	52	52	3	2	3	.....
94	Vienna .....	41	41	40	41	12	39	.....	34	37	39	.....	4	.....	.....
95	Wardsville .....	35	30	25	30	35	35	.....	31	35	11	.....	7	7	3
96	Waterdown .....	49	49	49	49	49	40	.....	13	10	4	2	4	11	1
97	Welland .....	92	92	92	92	92	52	52	44	52	48	8	.....	2	.....
98	Weston .....	57	54	54	54	57	57	17	19	54	50	4	13	4	3
99	Whitby .....	134	134	84	134	134	134	134	27	25	18	5	13	.....	.....
100	Williamstown .....	46	38	36	38	46	46	20	10	14	8	8	9	8	4
101	Windsor .....	55	51	51	51	55	55	43	51	55	55	4	8	8	4
102	Woodstock .....	51	51	38	.....	50	71	41	9	38	8	6	4	6	.....
103	Grand Total, 1867 .....	5639	5467	4896	4992	4091	5171	1715	2331	3666	2553	480	748	497	129
104	do 1866 .....	5137	5016	4355	4476	3556	4444	.....	.....	3591	2097	449	649	471	108
105	Increase .....	502	451	541	516	535	727	.....	.....	75	456	31	99	26	21
106	Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....







of Ontario.—*Concluded.*

## OUS BRANCHES OF INSTRUCTION.

IN HISTORY.					IN PHYSICAL SCIENCE.					IN OTHER STUDIES.											
Total in History.	In Greek and Roman History and Antiquities.	In other Ancient History.	In British History.	In British American History.	Total in Physical Science.	In Elements of Natural History.	In Elements of Natural Philosophy and Geology.	In Elements of Physiology and Chemistry.	In Christian Morals.	Total in Writing.	Pupils who write well.	Pupils who write indifferently.	In Book-Keeping and Commercial transactions.	In Drawing.	In Vocal Music.	In Telegraphy.	In Gymnastics.	In Military Drill.	In Elements of Civil Government.		
20	6	.....	20	.....	5	.....	5	.....	.....	20	3	17	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	.....	.....	38	10	50	50	35	35	50	50	16	34	12	.....	.....	.....	.....	.....	.....	.....	.....
24	4	.....	24	.....	7	7	7	7	.....	43	45	14	4	35	59	.....	59	30	.....	.....	.....
39	.....	33	30	.....	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	15	15	40	.....	25	.....	25	25	.....	55	55	.....	15	.....	33	.....	.....	.....	.....	.....	.....
22	12	.....	12	22	13	13	15	12	22	22	18	4	22	12	.....	.....	10	20	.....	.....	.....
18	.....	.....	11	11	10	10	10	.....	10	25	14	11	4	.....	.....	.....	.....	.....	.....	.....	.....
45	15	.....	45	.....	1	.....	.....	1	.....	76	61	15	30	57	90	.....	94	42	.....	.....	.....
91	37	37	91	.....	37	.....	37	.....	.....	91	60	31	7	.....	.....	.....	91	91	.....	.....	.....
47	9	.....	47	.....	.....	.....	.....	.....	47	42	22	20	15	.....	.....	.....	.....	.....	.....	.....	.....
42	14	.....	14	28	.....	.....	.....	.....	.....	42	11	31	4	14	.....	.....	.....	.....	.....	.....	.....
67	3	21	67	63	67	.....	67	46	.....	67	26	41	35	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	10	.....	46	46	46	5	.....	46	26	20	3	.....	.....	.....	.....	.....	.....	.....	.....
91	22	40	56	.....	36	36	36	.....	.....	91	40	51	7	.....	.....	.....	.....	35	.....	.....	.....
60	50	.....	32	.....	3	.....	.....	3	.....	68	50	18	.....	10	.....	.....	68	.....	.....	.....	.....
64	4	.....	47	19	.....	.....	.....	.....	.....	62	62	50	.....	.....	56	37	39	39	.....	.....	.....
34	34	.....	38	.....	28	28	28	.....	.....	44	17	27	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	48	.....	48	.....	31	.....	31	.....	.....	48	26	22	15	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	14	.....	16	.....	.....	16	46	46	26	20	10	.....	.....	.....	.....	.....	.....	.....	.....
60	30	10	60	60	35	.....	35	.....	30	60	30	30	28	7	.....	.....	.....	.....	.....	.....	.....
12	1	.....	12	.....	.....	.....	.....	.....	.....	49	18	31	9	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	25	25	2	2	.....	.....	25	25	15	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
46	1	8	46	.....	.....	.....	.....	.....	.....	45	40	5	15	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	12	.....	21	21	21	.....	.....	21	14	7	11	4	.....	.....	.....	10	.....	.....	.....
34	3	.....	.....	10	.....	.....	.....	.....	.....	40	25	15	4	.....	.....	.....	.....	.....	.....	.....	.....
60	40	40	60	.....	.....	.....	.....	.....	60	50	30	20	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	24	.....	.....	.....	.....	.....	.....	50	15	35	12	.....	.....	.....	.....	.....	.....	.....	.....
18	2	2	18	.....	35	35	35	.....	.....	35	30	15	4	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	24	.....	.....	.....	.....	.....	.....	44	31	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	8	.....	42	.....	12	.....	12	.....	.....	55	36	19	16	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	8	.....	40	.....	.....	40	.....	.....	37	14	23	12	.....	.....	.....	.....	.....	.....	.....	.....
31	19	30	31	10	3	.....	.....	3	.....	60	35	25	19	.....	.....	.....	.....	.....	.....	.....	.....
40	21	.....	40	21	.....	.....	.....	.....	.....	46	25	21	.....	.....	.....	.....	40	40	.....	.....	.....
16	6	.....	13	.....	22	.....	16	18	.....	54	44	10	27	.....	.....	.....	.....	.....	.....	.....	.....
58	45	.....	58	35	12	.....	12	.....	.....	58	42	16	12	.....	.....	.....	.....	58	.....	.....	.....
35	3	.....	32	29	.....	.....	.....	.....	.....	51	44	7	37	.....	.....	.....	.....	.....	.....	.....	.....
90	40	.....	84	.....	.....	.....	.....	.....	122	120	40	70	40	12	.....	.....	122	122	.....	.....	.....
30	.....	.....	30	.....	.....	.....	.....	.....	.....	42	22	20	18	.....	.....	.....	20	20	.....	.....	.....
62	6	.....	56	27	22	10	12	.....	.....	62	40	22	16	12	40	.....	.....	.....	.....	.....	.....
39	24	24	14	5	20	.....	20	.....	.....	40	15	25	8	.....	.....	.....	20	20	.....	.....	.....
17	8	.....	17	.....	8	8	.....	.....	.....	41	22	19	.....	40	.....	.....	.....	13	.....	.....	.....
35	35	.....	28	27	35	35	19	15	35	25	28	7	19	.....	.....	.....	.....	.....	.....	.....	.....
49	13	30	49	40	6	6	.....	49	.....	49	20	29	8	.....	.....	.....	.....	.....	.....	.....	.....
92	.....	.....	92	13	76	.....	76	76	.....	.....	.....	.....	21	4	.....	.....	.....	.....	.....	.....	.....
57	5	5	52	.....	57	.....	57	.....	.....	57	52	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
130	80	36	130	130	48	43	48	48	.....	90	80	10	45	40	.....	.....	17	17	42	.....	.....
41	7	.....	25	24	32	32	32	32	46	44	30	14	.....	17	.....	.....	.....	.....	.....	.....	.....
55	6	.....	49	.....	6	6	6	6	.....	51	32	19	6	.....	.....	.....	20	20	.....	.....	.....
59	8	.....	51	.....	28	28	28	.....	.....	51	20	31	42	58	.....	.....	.....	.....	.....	.....	.....
4634	1345	668	3820	1767	1876	677	1545	840	1034	4822	2905	2057	1285	676	387	37	705	893	137	.....	.....
4159	1092	615	3406	1394	1934	701	1533	613	987	4504	2616	1888	1226	785	685	.....	480	854	56	.....	.....
475	253	53	414	373	.....	.....	12	227	47	318	289	169	59	.....	.....	37	225	39	81	.....	.....
.....	.....	.....	.....	.....	58	24	.....	.....	.....	.....	.....	.....	.....	109	298	.....	.....	.....	.....	.....	.....



TABLE I.—The Grammar

No.	THE GRAMMAR SCHOOLS.	When Established.	MASTERS.					School House.		
			HEAD MASTERS AND THEIR QUALIFICATIONS.	Number of Masters Engaged.	Date of appointment of Head or Classical Master.	Annual Salaries.		Brick.	Stone.	Frame.
						Head Master, average.	Assistant Master, do.			
1	Alexandria.....	1845	Henry Barry Houghton, <i>B.A., Dublin</i> .....	1	1867	500	.....	.....	.....	1
2	Ancaster <sup>†</sup> .....	1837	H. C. W. Wethey, <i>B.A., Trinity</i> .....	1	1866	630	.....	1	.....	.....
3	Arnprior.....	1864	James Muir, <i>B.A., Queen's</i> .....	1	1865	500	.....	.....	.....	1
4	Barrie.....	.....	Rev. W. F. Checkley, <i>B.A., Dublin</i> .....	2	1864	1100	600	1	.....	.....
5	Bath.....	1812	P. C. McGregor, <i>B.A., Queen's</i> .....	1	1866	600	.....	.....	.....	1
6	Beamsville.....	1850	H. B. Spotton, <i>M.A., Toronto</i> .....	1	1866	650	.....	1	.....	.....
7	Belleville.....	1840	Alexander Burdon.....	2	1840	900	500	.....	1	.....
8	Berlin.....	1855	Cyrus A. Neville.....	2	1867	800	80	1	.....	.....
9	Bowmanville.....	.....	Edward T. Crowle, <i>M.A., Giessen</i> .....	2	1865	900	350	1	.....	.....
10	Bradford.....	1860	Robert Dobson, <i>Certificate</i> .....	1	1864	600	.....	.....	.....	1
11	Brampton.....	1852	John Seath, <i>B.A., Queen's</i> .....	2	1862	800	1100	1	.....	.....
12	Brantford.....	1857	William Richardson, <i>B.A., Trinity</i> .....	2	1864	800	500	.....	.....	1
13	Brockville.....	.....	Joseph Green, <i>M.A., McGill</i> .....	2	1866	900	400	.....	1	.....
14	Caledonia.....	1853	James Turnbull, <i>B.A., Toronto</i> .....	1	1862	600	.....	1	.....	.....
15	Carleton Place.....	1855	Alexander Murray, <i>M.A., Aberdeen</i> .....	1	1867	500	.....	.....	.....	1
16	Cayuga*.....	1862	.....	.....	.....	.....	.....	.....	.....	.....
17	Chatham.....	.....	S. Arthur Marling, <i>M.A., Toronto</i> .....	2	1865	800	400	1	.....	.....
18	Clinton.....	1866	J. R. Youmans, <i>B.A., Victoria</i> .....	1	1867	600	.....	.....	.....	1
19	Cobourg.....	1821	A. R. Bain, <i>B.A., Victoria</i> .....	3	1867	800	800	1	.....	.....
20	Colborne.....	1853	James B. Dixon, <i>M.A., Wesleyan University</i> .....	2	1856	800	360	1	.....	.....
21	Collingwood.....	1859	Rev. Robert Rodgers, <i>Certificate</i> .....	1	1864	500	.....	.....	.....	1
22	Cornwall.....	1806	W. Taylor Briggs, <i>M.A., Trinity</i> .....	1	.....	867	.....	.....	.....	1
23	Drummondville.....	1858	Rev. J. Y. Cameron, <i>M.A., Queen's</i> .....	1	1865	867	.....	.....	.....	1
24	Dundas.....	1855	J. Howard Hunter, <i>M.A., Toronto</i> .....	2	1865	800	500	1	.....	.....
25	Elora.....	1849	Rev. J. G. Macgregor.....	1	1853	601	.....	.....	1	.....
26	Farmersville.....	1860	Frank H. Chrysler, <i>B.A., Queen's</i> .....	1	1867	500	.....	.....	.....	1
27	Fergus.....	1865	S. Minor, <i>M.A., Queen's</i> .....	1	1865	768	.....	.....	.....	1
28	Fonthill.....	1863	Henry De La Matter, <i>Certificate</i> .....	2	1864	1000	400	.....	.....	1
29	Galt.....	1852	William Tassie, <i>M.A., Toronto</i> .....	9	1853	1200	700	.....	1	.....
30	Gananoque.....	.....	J. Lawton Bradbury, <i>M.A., Toronto</i> .....	1	1864	750	.....	.....	1	.....
31	Goderich.....	1841	John Haldan, jr.....	1	1844	900	.....	1	.....	.....
32	Grimsby.....	1857	Daniel Campbell, <i>Certificate</i> .....	1	1857	925	.....	.....	.....	1
33	Guelph.....	1840	J. M. Dunn, <i>Certificate</i> .....	2	1865	800	540	.....	.....	1
34	Hamilton.....	.....	J. M. Buchan, <i>M.A., Toronto</i> .....	3	1863	1000	800	.....	1	.....
35	Ingersoll.....	.....	Alex. McBain, <i>M.A., Queen's</i> .....	1	1867	800	.....	1	.....	.....
36	Iroquois.....	1845	William A. Whitney, <i>M.A., Victoria</i> .....	2	1860	800	300	.....	.....	1
37	Kemptville.....	1849	William M. Mackay, <i>B.A., Victoria</i> .....	1	1866	600	.....	.....	.....	1
38	Kincardine.....	1860	J. H. Thom, <i>M.A., Toronto</i> .....	1	1867	600	.....	.....	.....	1
39	Kingston.....	1792	Samuel Woods, <i>M.A., Toronto</i> .....	3	1862	1460	1157	.....	.....	1
40	Lanark*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
41	Lindsay.....	1854	Henry Reazin, <i>Certificate</i> .....	1	1867	700	.....	1	.....	.....
42	London.....	1834	Benjamin Bayly, <i>B.A., Dublin</i> .....	2	1841	1000	550	1	.....	1
43	L'Orignal.....	1822	F. F. Macnab, <i>B.A., Queen's</i> .....	1	1867	550	.....	.....	1	.....
44	Manilla.....	1864	James Johnston, <i>B.A., Toronto</i> .....	1	1867	700	.....	.....	.....	1
45	Markham.....	1858	Henry H. Hutton, <i>M.A., Victoria</i> .....	1	1864	981	.....	.....	.....	1
46	Metcalfe.....	1863	W. M. Elliott, <i>M.A.</i> .....	3	1866	467	.....	.....	.....	1
47	Milton.....	1856	O. T. Miller, <i>M.A., Glasgow</i> .....	1	1866	.....	.....	1	.....	.....
48	Morrisburgh.....	1865	W. E. Scott, <i>B.A., Victoria</i> .....	1	1866	600	.....	1	.....	.....
49	Mount Pleasant.....	1860	Spencer A. Jones, <i>Certificate</i> .....	1	1867	555	.....	+	.....	.....
50	Napanee.....	1846	Richard H. Harper, <i>B.A., Victoria</i> .....	1	1867	700	.....	1	.....	.....
51	Newburgh.....	1844	John Campbell, <i>M.A.</i> .....	2	1866	800	481	.....	1	.....
52	Newcastle.....	1859	W. W. Tambllyn, <i>M.A., Toronto</i> .....	1	1866	800	.....	1	.....	.....
53	Newmarket.....	1850	Edward Morton, <i>M.A., Trinity</i> .....	1	1866	800	.....	1	.....	.....
54	Niagara.....	.....	Pelham Mulvany, <i>B.A., Dublin</i> .....	1	1867	.....	.....	.....	.....	.....

\*—No Report<sup>†</sup>

†—Concrete.

‡—Pupil.



## Schools of Ontario.

## MISCELLANEOUS INFORMATION.

Freehold.	Leased or Rented.	When built.	Schools in which the Bible is used.	Schools in which there are daily Prayers.	Number of months open in 1867, including prescribed vacations.	Schools united with Common Schools.	United Trustee Boards with Schools, Separate.	Number of Maps in each School.	Number of Globes in each School.	Schools using Black-boards.	Schools having complete sets of Apparatus.	Number of Pupils who received Prizes at Examinations.	Number of Pupils who were matriculated at any University, 1867.	Number of Pupils who obtained Honours or Scholarships at matriculation, 1867.	Names of Universities at which Pupils were matriculated, 1867.	Number of Pupils who passed the Law Society Examination, 1867.	Number of Pupils who passed the Medical Board, 1867.
1	1825				10 <sup>3</sup>			12	1	1		12					
1	1837	1	1	12			1	22	2	1	1	13					
1	1862	1	1	12			1	10			Part.	23					
1	1850	1	1	12				11	2	1	Part.	35					
1	1811	1	1	12			1	13	2	1	1					1	
1	1857	1	1	12			1	8		1		18	1	1	Toronto.		
1	1851	1	1	12				11	1	1	Part.	7					
1				12				12	1	1		2					
1		1	1	12		1	Part.	32	3	1		36	1		Toronto.		
1	1860	1	1	12				14	2	1			3		1 Toronto, 2 Victoria.		
1	1853		1	12			1	17	2	1			2	1	1 Toronto, 1 Trinity.		
1	1836	1	1	12				20	2	3	1	16	1	1	Toronto.		
1		1	1	12			1	20	2	1		14	1		Queen's.		
1	1865		1	12			1	12	2	1							
1	1845		1	12			1	12	2	1	1	10					
1																	
1	1856	1		12				34	2	1	Part.		2		Queen's.		
1	1861	1	1	12				13	2	1							
1		1	1	6				9									
1	1858		1	12		1	1	20	2	1	Part.		3	2	Toronto, Albert.		
1		1	1	12				10	1	1		12					
1				12				17									
1			1	12		1	1	5	1	1							
1	1857	1	1	12			1	12	2	1	Part.	53					
1	1849	1	1	12				24	3	1	Part.						
1	1857	1	1	9			1	12	2	1	1	16	1		Queen's.		
1		1	1	12				17									
1		1	1	12				18	1	1	1		1	1	Toronto.		
1	1832		1	12				25	5	1	1	50	2	2	Toronto.		
1			1	12			1	20									
1	1851	1	1	12				21	2	1		17	1		Toronto.		
1	1859	1	1	12				14	2	1	Part.	15				3	
1	1848	1	1	12				20	2	1	Part.	3					
1	1866	1	1	12			1	24		1		16	1		Toronto.		
1	1857	1	1	12			1	30	2	1		11					
1	1845	1	1	12				16	2	1	Part.		1		Albert.		
1				10				12	1	1							
1		1	1				1	15	1	1	Part.						
1	1853	1	1	12				26	1	1		34	4	4	Queen's.		
1			1	12			1										
1	1849	1	1	12		1	Part.	30	2	1		20		2	Victoria		
1	1852		1	11			1	10	3	1	Part.	25					
1	1864	1	1	12				1	5			12					
1	1858	1	1	12				22	2	1	Part.	20		1	Victoria		2
1	1363			12			1	12	1	1		24	1		Victoria		
1		1	1	12				15									
1	1864		1	12			1	13			1						
1	1855	1	1	12			1	18	1	1							
1	1864	1	1	12		1		25	2	1			1	1	Queen's.		
1	1854	1	1	12				12									
1			1	12			1	5	1	1		20			Victoria		
1	1849			12				42	2	1	1						
1		1	1					12		1		16					

TABLE I.—The Grammar Schools

No.	THE GRAMMAR SCHOOLS.	When Established.	MASTERS.						School Houses.			
			HEAD MASTERS  AND  THEIR QUALIFICATIONS.	Number of Masters Engaged.	Date of appointment of Head or Classical Master.	Annual Salaries.		Brick.	Stone.	Frame.		
						Head Master, average.	Assistant Mas., average.					
55	Norwood.....	1854	Peter Wright, <i>Certificate</i> .....	2	1865	\$800	\$320	1				
56	Oakville.....	1854	James C. Morgan, <i>M.A., Toronto</i> .....	2	1866	800	100	1				
57	Oakwood.....	1858	A. Devitt, <i>B.A., Victoria</i> .....	1	1867	550				1		
58	Omeme.....	1860	John Shaw, <i>Certificate</i> .....	2	1863	650	275			1		
59	Orangeville.....	1865	Charles R. Dickinson, <i>B.A., Dublin</i> .....	1	1865	500				1		
60	Osborne.....	1865	James Lumsden, <i>M.A., Aberdeen</i> .....	1	1865	500			1			
61	Oshawa.....	1856	William McCabe, <i>LL.B., Victoria</i> .....	3	1864	1026	250	1				
62	Ottawa.....		J. Thorburn, <i>M.A., McGill</i> .....	4	1862	1250	750			1		
63	Owen Sound.....	1856	James Preston, <i>B.A., Toronto</i> .....	2	1862	700	500		1			
64	Pakenham.....	1864	James Smith, <i>M.A., Aberdeen</i> .....	1	1864	555				1		
65	Paris.....		J. W. Acres, <i>B.A., Trinity</i> .....	1	1857	800						
66	Pembroke.....	1863	Alfred McClatchie, <i>B.A., Victoria</i> .....	1	1864	500						
67	Perth.....		Rev. Thomas Hart, <i>B.A., Queen's</i> .....	2	1865	700	500		1			
68	Peterborough.....	1830	James B. Dixon <i>M.A., Wesleyan University</i> .....	2	1867	900	500	1				
69	Pictou.....	1852	David Lennox, <i>B.A., Queen's</i> .....	2	1867	800	360	1				
70	Port Dover.....	1851	Nelson Burns, <i>B.A.</i> .....	1	1866	575		1				
71	Port Hope.....	1857	Adam Purslow, <i>Certificate</i> .....	2	1865	800	500	1				
72	Port Rowan.....	1861	W. W. Anderson, <i>Certificate</i> .....	1	1865	600				1		
73	Prescott.....	1848	Rev. W. J. Sargent, <i>B.A., Dublin</i> .....	2	1865	800	400	1				
74	Renfrew.....	1859	Benjamin Freer, <i>Certificate</i> .....	1	1860	555				1		
75	Richmond.....	1846	Rev. J. Butler, <i>M.A., McGill</i> .....	1	1867	450				1		
76	Richmond Hill.....	1852	Alfred M. Lafferty, <i>M.A., Toronto</i> .....	1	1866	600				1		
77	Sarnia.....	1844	J. J. Bell, <i>B.A., Queen's</i> .....	1	1866	700		1				
78	Scotland.....	1856	George Bryce, <i>B.A., Toronto</i> .....	3	1867	600	384			1		
79	Simcoe.....		Rev. John G. Mulholland, <i>M.A., Dublin</i> .....	1	1857	1000	400	1				
80	Smith's Falls.....	1844	William Tytler, <i>B.A., Toronto</i> .....	1	1865	600						
81	Smithville.....	1865	William Cruickshank, <i>B.A.</i> .....	1	1865	500				1		
82	Stirling.....	1853	D. G. McKay, <i>B.A., Queen's</i> .....	1	1866	525				1		
83	Stratford.....	1853	C. J. Macgregor, <i>M.A., Toronto</i> .....	1	1855	800		1				
84	Strathroy.....	1860	R. W. Young, <i>Certificate</i> .....	1	1864	550			1			
85	Streetsville.....		James J. Wadsworth, <i>M.A., Toronto</i> .....	1	1867	500			1			
86	St. Catharines.....	1828	John King, <i>M.A., Dublin</i> .....	2	1867	900	500	1				
87	St. Thomas.....	1853	Rev. John McClure, <i>Certificate</i> .....	3	1866	700	600	1				
88	St. Mary's.....	1861	Charles A. Mockridge, <i>B.A., Trinity</i> .....	2	1866	800	425		1			
89	Thorold.....	1859	James Henry Ball, <i>M.A., Trinity</i> .....	2	1865	700	250	1				
90	Toronto.....	1807	Rev. A. Wickson, <i>LL.D., Toronto</i> .....	5	1864	1200				1		
91	Trenton.....	1866	A. H. Wright, <i>B.A., Toronto</i> .....	1	1867	600				1		
92	Uxbridge.....	1853	John Thomson, <i>B.A., Queen's</i> .....	1	1864	600				1		
93	Vankleekhill.....	1848	William Lumsden, <i>M.A.</i> .....	1	1867	540		1				
94	Vienna.....	1850	James W. Connor, <i>B.A., Toronto</i> .....	1	1865	650			1			
95	Wardsville.....	1860	William Sinclair, <i>B.A., Toronto</i> .....	1	1866	600			1			
96	Waterdown.....	1857	M. J. Kelley, <i>M.D., Toronto</i> .....	1	1866	800			1			
97	Welland.....	1857	J. Wilson Jolley, <i>Certificate</i> .....	1	1866	700		1				
98	Weston.....	1858	James Hodgson, <i>Certificate</i> .....	1	1866	930		1				
99	Whitby.....	1846	Thomas Kirkland, <i>Certificate</i> .....	3	1863	846	496	1				
100	Williamstown.....	1828	Alexander G. McBean, <i>B.A., Queen's</i> .....	1	1866	1000			1			
101	Windsor.....	1854	A. McSween, <i>M.A., Adrian</i> .....	1	1864	800			1			
102	Woodstock.....	1843	George Strauchon, <i>Certificate</i> .....	2	1846	1015	470	1				
Grand Total, 1867.....				159	24 '67	741	460	46	20	31		
" 1866.....				151	37 '66	706	409	45	20	29		
Increase.....				8		35	51	1		2		
Decrease.....					13							

of Ontario.—*Concluded.*

## MISCELLANEOUS INFORMATION.

Freehold.	Leased or Rented.	When built.	Schools in which the Bible is used.	Schools in which there are daily Prayers.	Number of months open in 1867, including prescribed vacations.	Schools united with Common Schools.	United Trustee Boards, with Schools, Separate.	Number of Maps in each School.	Number of Globes in each School.	Schools using Black-boards.	Schools having complete sets of Apparatus.	Number of Pupils who received Prizes at Examinations.	Number of Pupils who were matriculated at any University, 1867.	Number of Pupils who obtained Honours or Scholarships at matriculation, 1867.	Names of Universities at which Pupils were matriculated, 1867.	Number of Pupils who passed the Law Society Examination, 1867.	Number of Pupils who passed the Medical Board, 1867.
1	1	.....	1	1	12	.....	1	14	2	1	Part.	16	.....	.....	.....	.....	.....
1	1	.....	1	1	12	.....	1	50	2	1	.....	.....	.....	.....	.....	.....	.....
1	1	.....	1	1	12	.....	1	8	2	1	Part.	3	.....	.....	.....	.....	.....
1	1	1859	1	1	12	.....	1	17	1	1	Part.	48	.....	.....	.....	.....	.....
1	1	1855	1	1	12	.....	1	15	1	1	.....	10	.....	.....	.....	.....	.....
1	1	1866	1	1	12	.....	1	12	1	1	.....	15	.....	.....	.....	.....	.....
1	1	.....	1	1	12	.....	1	7	2	1	.....	2	.....	.....	.....	.....	.....
1	1	.....	1	1	12	.....	.....	27	2	1	1	27	1	1	Victoria, Michigan.....	.....	.....
1	1	1857	1	1	12	1	.....	25	1	1	.....	5	.....	.....	Toronto.....	.....	.....
1	1	1865	1	1	12	.....	1	10	.....	1	Part.	.....	.....	.....	.....	.....	.....
1	1	.....	1	1	12	1	.....	15	.....	1	.....	1	.....	.....	Toronto.....	.....	.....
1	1	1863	1	1	12	.....	1	10	3	1	Part.	9	.....	.....	.....	.....	.....
1	1	1852	1	1	12	.....	.....	22	1	1	.....	47	.....	.....	.....	.....	.....
1	1	1860	1	1	12	.....	1	30	2	1	.....	16	2	1	Toronto.....	1	.....
1	1	1852	1	1	12	.....	1	28	2	1	.....	.....	.....	.....	.....	.....	.....
1	1	1858	1	1	12	.....	1	24	2	1	.....	1	.....	.....	McGill.....	.....	.....
1	1	1866	1	1	12	.....	1	30	2	1	Part.	.....	.....	.....	.....	.....	.....
1	1	.....	1	1	12	.....	1	15	1	1	Part.	.....	.....	.....	.....	.....	.....
1	1	1867	1	1	12	.....	1	15	1	1	.....	28	.....	.....	.....	.....	.....
1	1	1856	1	1	12	.....	1	12	1	1	Part.	15	.....	.....	.....	.....	.....
1	1	1846	1	1	6	.....	1	8	.....	1	.....	14	.....	.....	.....	.....	.....
1	1	1853	1	1	12	.....	1	12	1	1	.....	6	1	1	Toronto.....	.....	.....
1	1	1856	1	1	12	.....	1	22	2	1	.....	7	.....	.....	.....	.....	.....
1	1	1854	1	1	12	.....	1	16	.....	1	.....	.....	.....	.....	.....	.....	.....
1	1	1858	1	1	12	.....	1	18	2	1	.....	12	2	.....	Toronto, McGill.....	1	.....
1	1	.....	1	1	12	.....	1	31	2	1	1	15	.....	.....	.....	3	.....
1	1	.....	1	1	11 3/4	.....	.....	6	1	1	.....	.....	.....	.....	.....	.....	.....
1	1	1867	1	1	12	.....	1	19	.....	1	.....	.....	.....	.....	.....	.....	.....
1	1	1856	1	1	12	1	partly.	16	2	1	.....	23	.....	.....	.....	2	.....
1	1	1866	1	1	12	.....	.....	24	2	1	1	.....	.....	.....	.....	.....	.....
1	1	1847	1	1	12	.....	1	9	2	1	1	14	2	1	Toronto.....	.....	.....
1	1	1829	1	1	12	.....	.....	8	2	1	.....	45	.....	.....	.....	1	.....
1	1	1840	1	1	12	1	partly.	40	3	1	1	22	1	1	Toronto.....	.....	.....
1	1	1857	1	1	12	1	partly.	12	2	1	.....	22	1	1	Toronto.....	.....	.....
1	1	.....	1	1	12	.....	1	7	.....	1	.....	27	.....	.....	.....	.....	.....
1	1	1864	1	1	12	.....	.....	13	.....	1	.....	29	1	.....	Toronto.....	.....	.....
1	1	1866	1	1	12	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
1	1	1853	1	1	12	.....	1	20	1	1	.....	30	.....	.....	.....	.....	.....
1	1	1857	1	1	12	.....	.....	5	2	1	.....	.....	.....	.....	.....	.....	.....
1	1	.....	1	1	12	.....	.....	16	2	1	.....	16	.....	.....	.....	.....	.....
1	1	1859	1	1	12	.....	1	19	5	1	Part.	2	.....	.....	Victoria.....	.....	.....
1	1	.....	1	1	12	.....	partly.	15	1	1	.....	.....	.....	.....	.....	.....	.....
1	1	1860	1	1	12	.....	1	14	1	1	Part.	.....	.....	.....	.....	.....	.....
1	1	1857	1	1	12	.....	.....	8	2	1	.....	2	.....	1	Toronto, Trinity.....	.....	.....
1	1	1846	1	1	12	.....	1	5	.....	1	.....	25	4	2	2 Toronto, 2 Victoria.....	.....	.....
1	1	1859	1	1	12	.....	1	14	.....	1	.....	20	4	2	Toronto, Queen's, Laval.....	.....	.....
1	1	1858	1	1	12	.....	1	15	1	1	.....	.....	.....	.....	.....	.....	.....
1	1	1849	1	1	12	.....	.....	12	1	1	.....	17	2	2	Toronto.....	.....	.....
84	13	.....	65	84	11.24	10	57	1681	142	101	23 partly	1133	56	29	24 Toronto, 2 Trinity... 10 Victoria, 6 Queen's...	12	2
77	17	.....	65	88	.....	14	62	1677	145	111	27 partly	1263	63	36	2 Toronto, 2 McGill... 1 Laval, 1 Michigan....	19	.....
7	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	3 sts	.....	.....	.....	.....	.....	2
4	.....	.....	4	.....	.....	4	5	.....	3	10	4pts	130	7	7	.....	7	.....



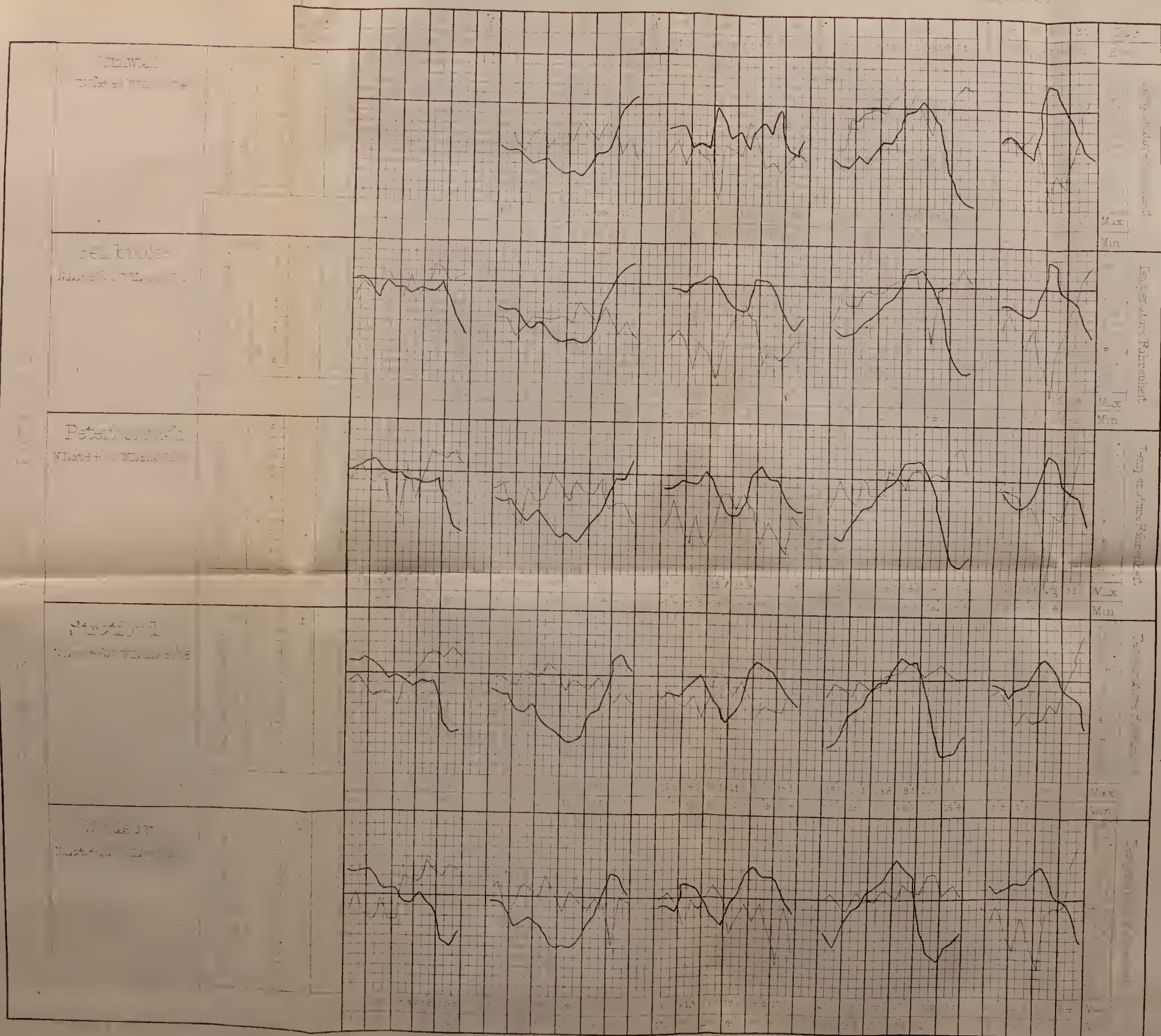
TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.

1. Curves of Barometric Pressure and Temperature of the Air, showing the results of three daily observations at 7 a.m., 1 p.m., and 9 p.m., together with the daily maximum and minimum temperatures, indicated by the self-registering Thermometers, at Five Grammar School Stations, daily, throughout the year.\*
2. Curves of Monthly Mean Barometric Pressure, Temperature, Tension of Vapour, and Humidity at Ten Stations.
3. Table of Direction and Velocity of Wind ; amount of Cloudiness ; Rain ; Snow ; and Auroras at Ten Stations.
4. Abstract of Observers' General Remarks.

---

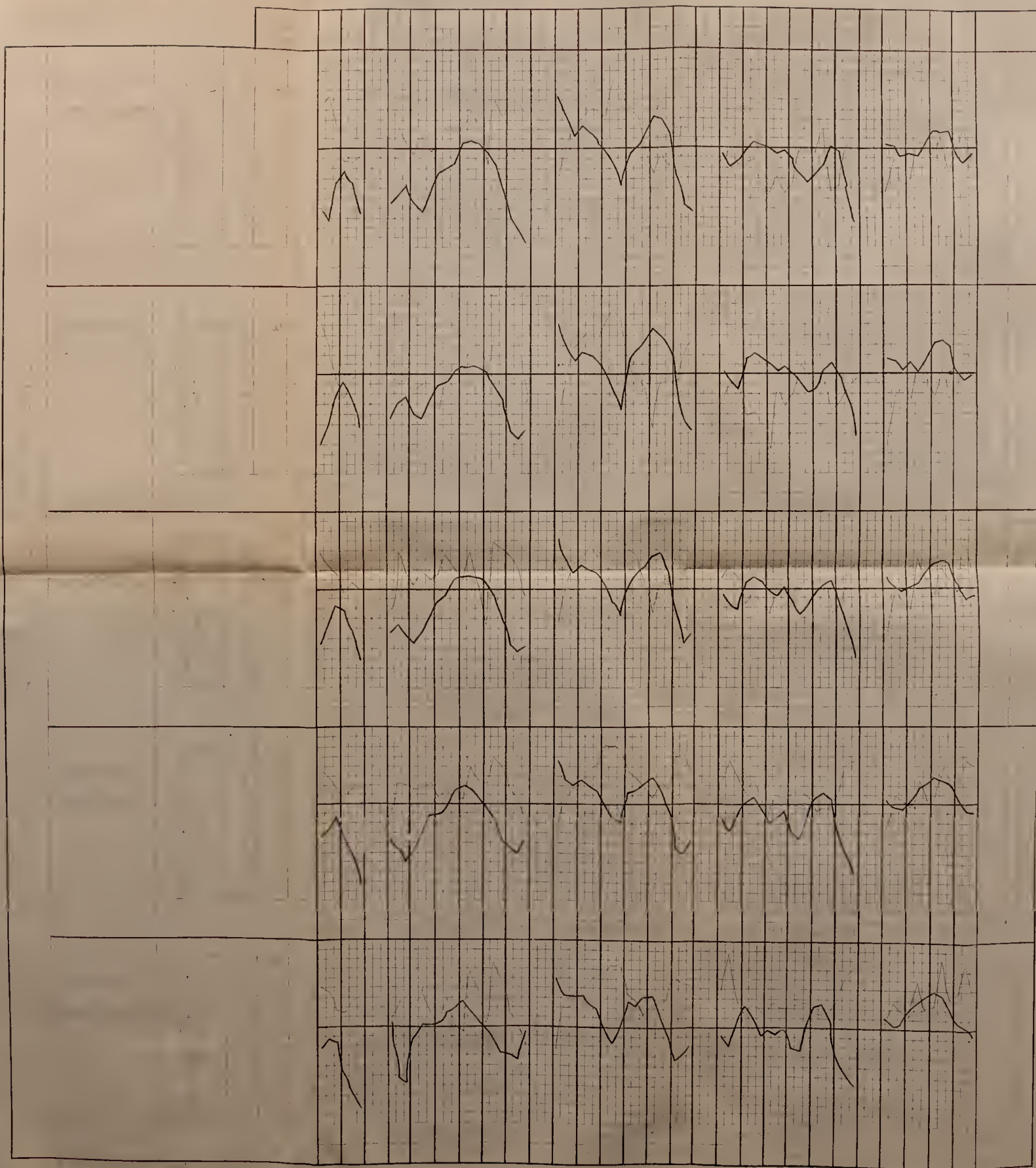
\* A limited number of these Curves have been printed, but they can be furnished to those who take an interest in the subject.

N. B.—The instruments with which the observations are taken, were supplied by Messrs. Negretti & Zambra, and Casella, London, and the index errors have been ascertained by comparisons at the Kew Observatory in England, and at the Toronto Observatory. They are obtained by the stations, together with Registers and forms for Abstracts, from the Educational Depository, Toronto.













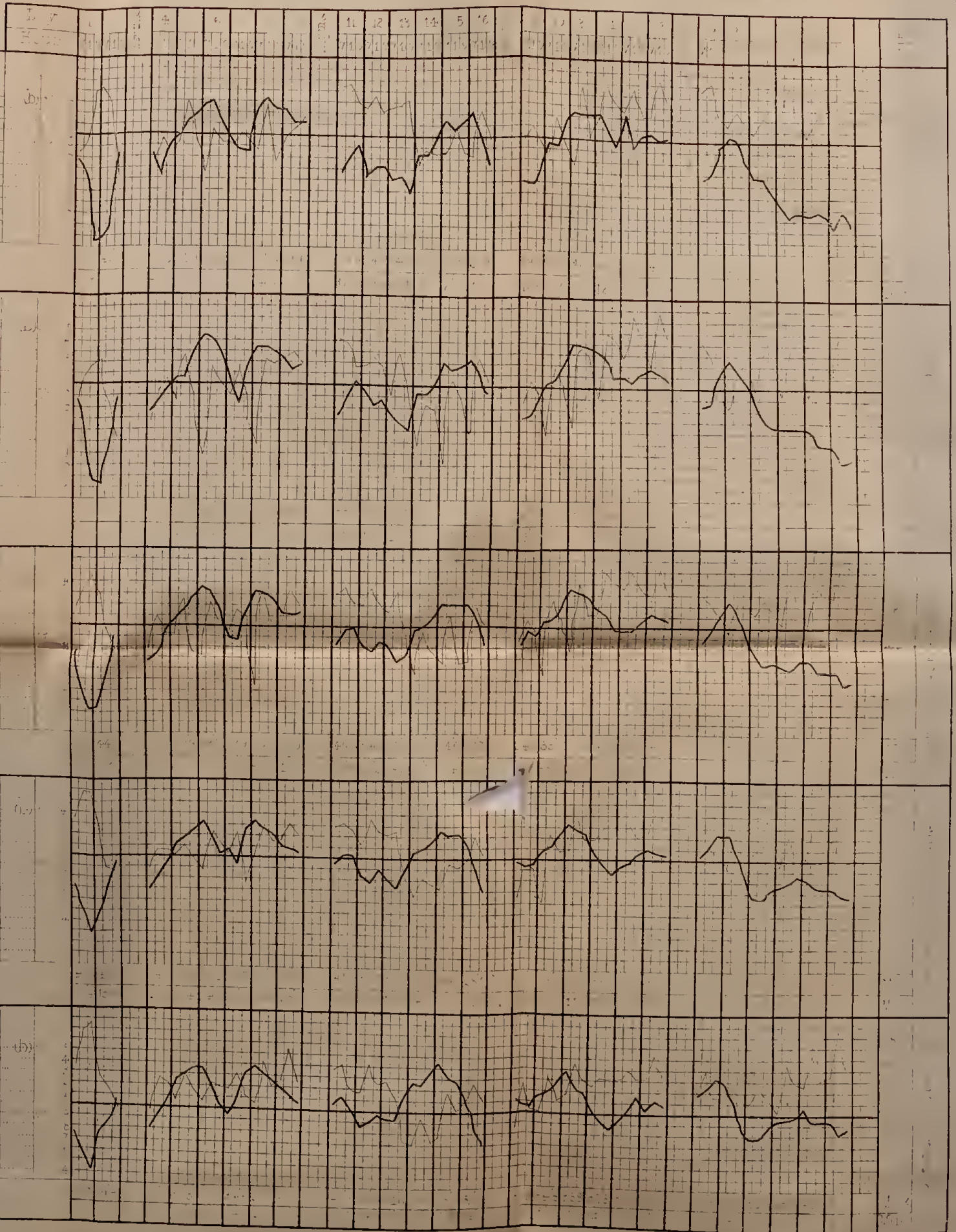
# BAROMETRIC AND THERMOMETRIC JOURNAL

Station Level

PROVINCE OF ONTARIO CANADA

Station to Sea Level

March 1867



Electron at Toronto





April 1887

1887

Compass

Barometer

Thermometer

Barometer

Thermometer

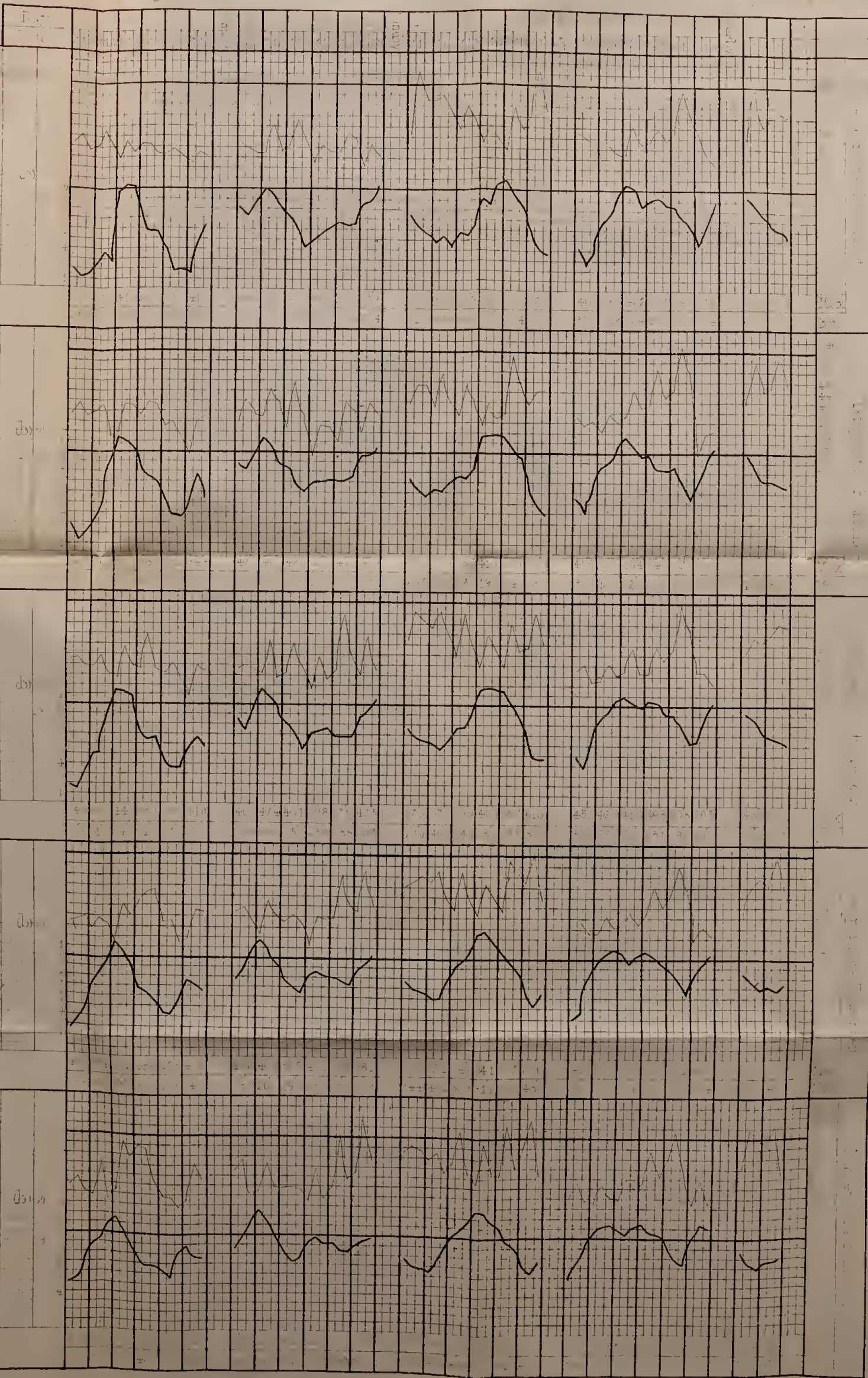
Barometer

Thermometer

Barometer

Wind

Barometer







PROVINCE OF ONTARIO CANADA.

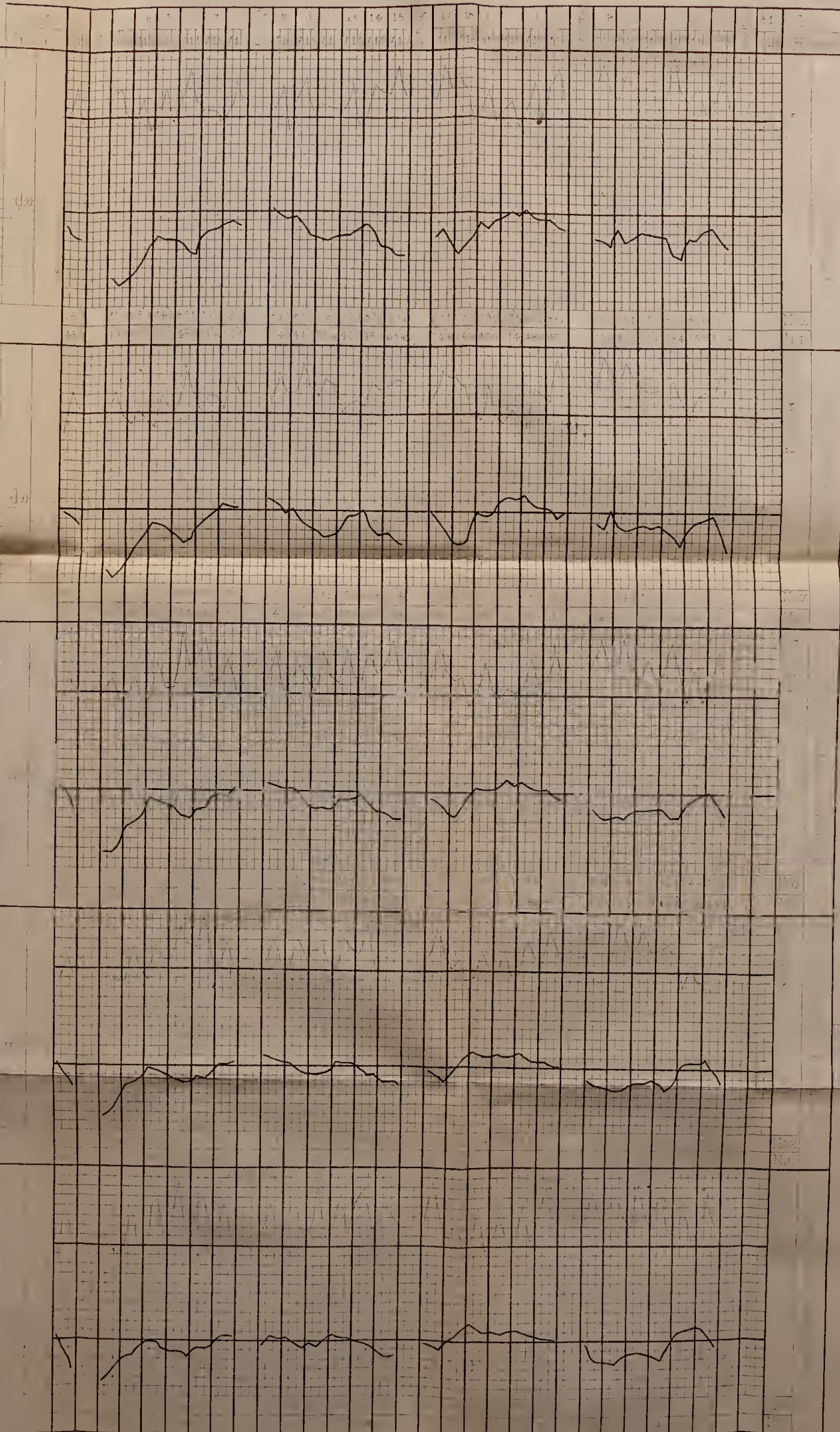
May 28 67

Barometric Pressure  
Temperature.

[illegible]





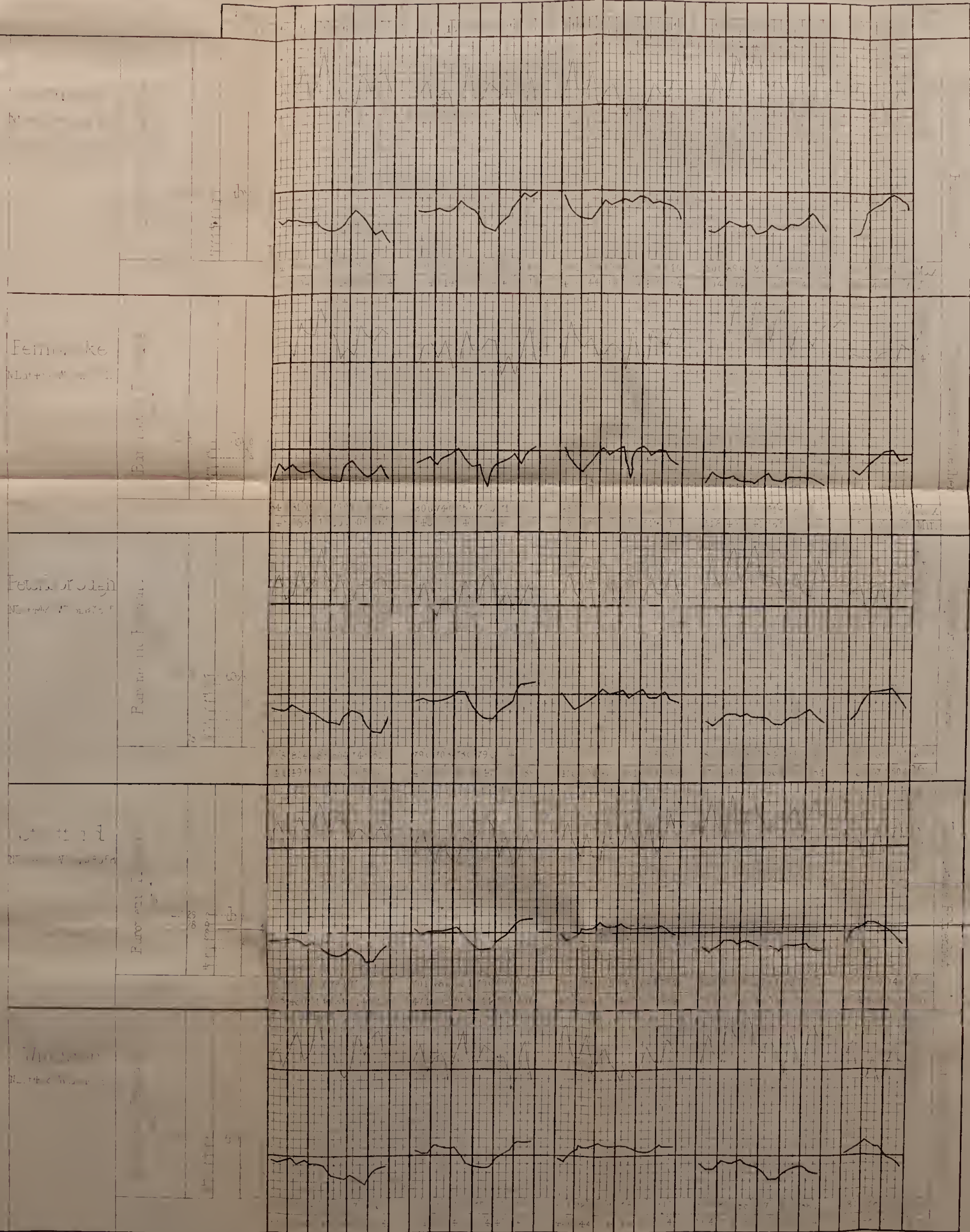






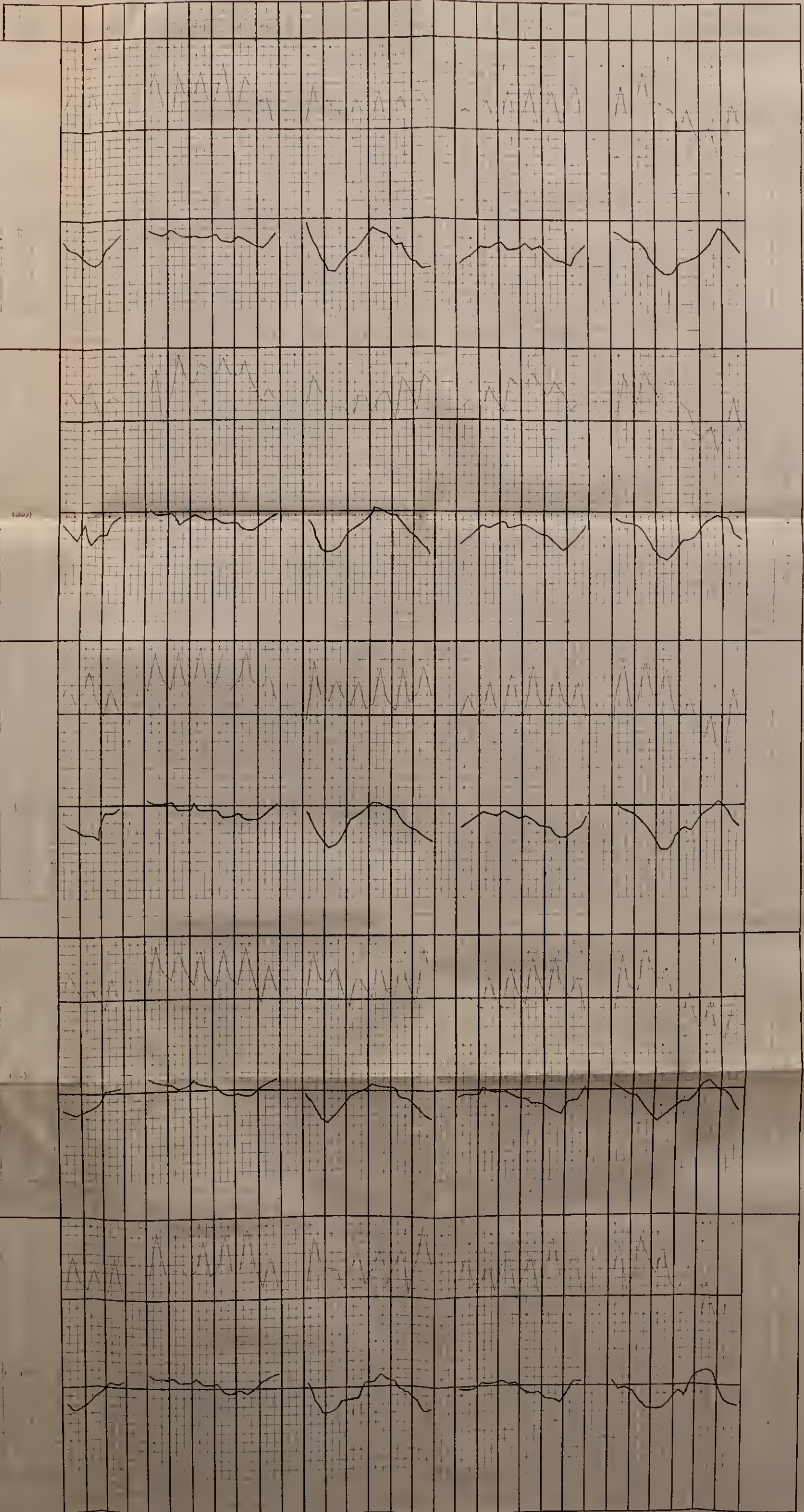
# BAROMETRIC AND THERMOMETRIC RECORD

RAMWAI HJOL - AION





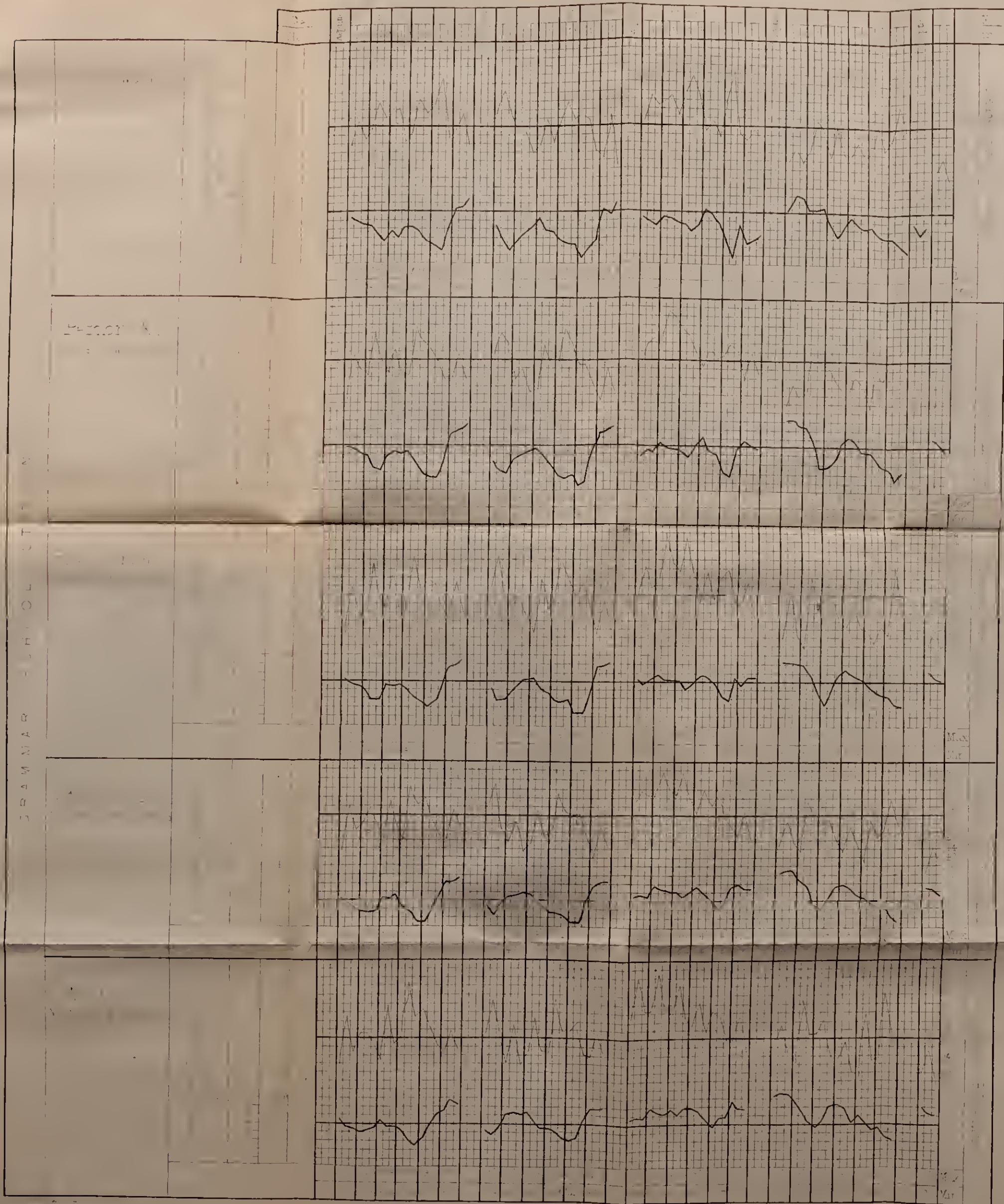






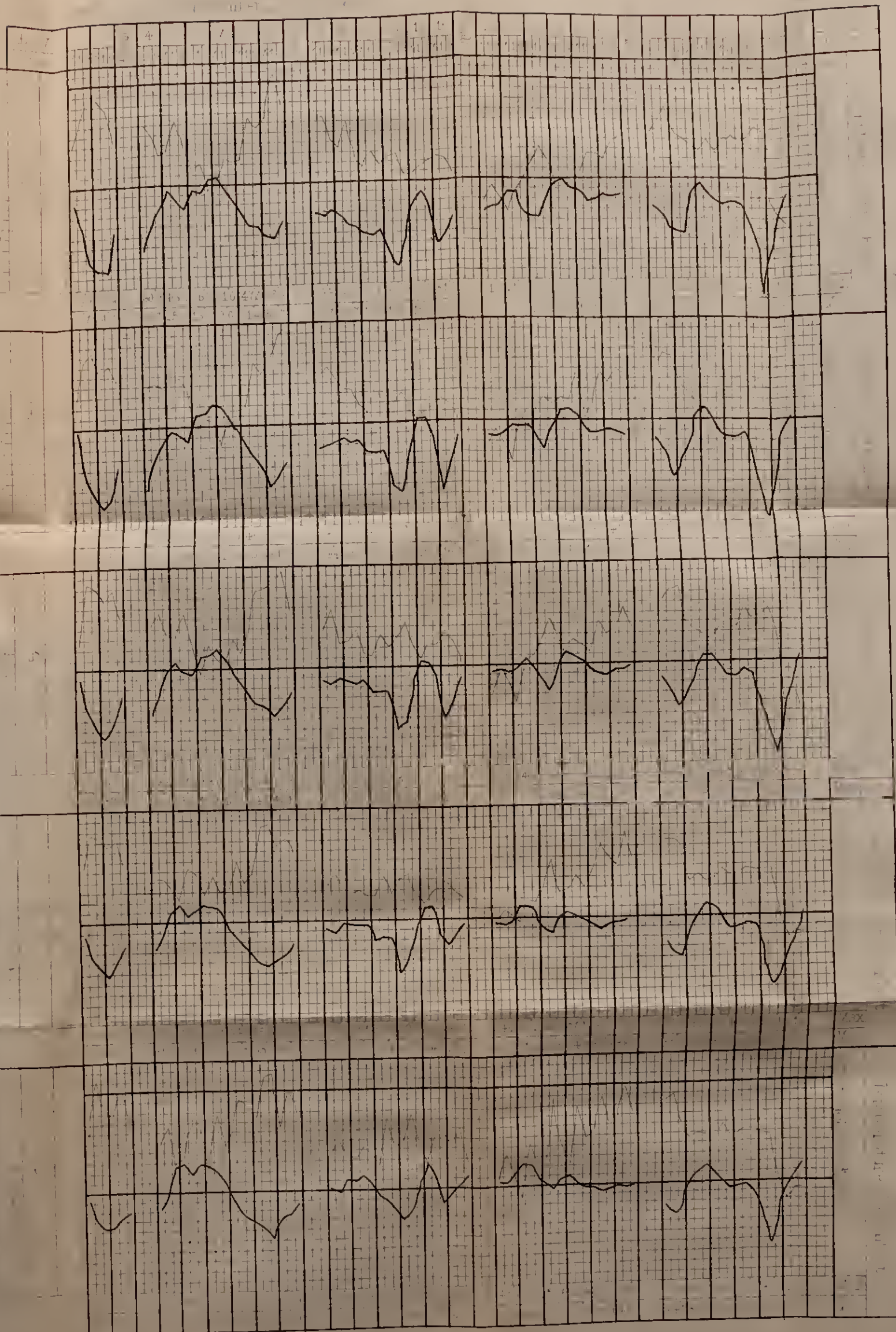


GRAMMAR - PHONOLOGICAL





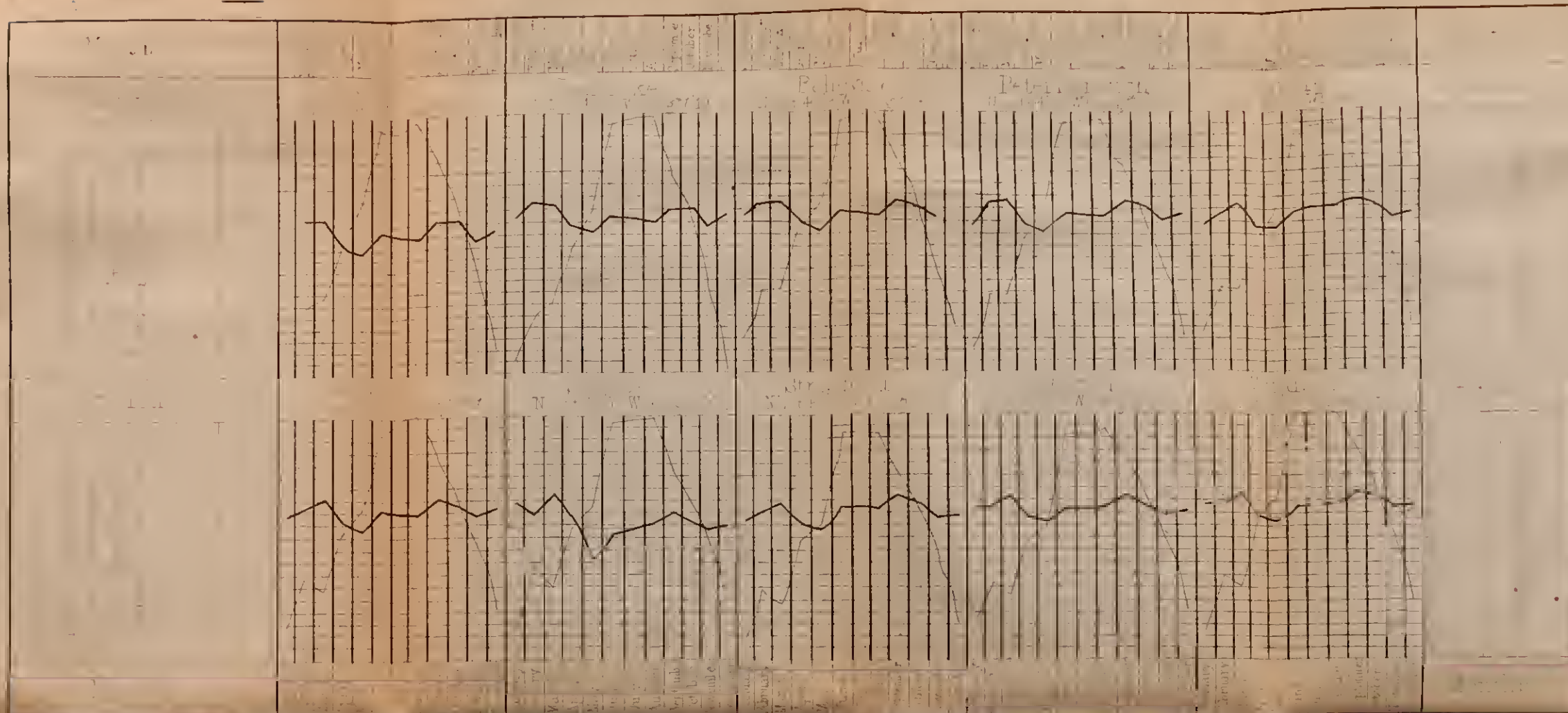








MONTHLY MEAN TEMPERATURE AND BAROMETRIC RECORD  
AT F. GRAHAM SCHOOL TATI, PROVINCE OF KAKHAKH, IRAN



MONTHLY MEAN TENSIO OF VAPOR AND HUMIDITY

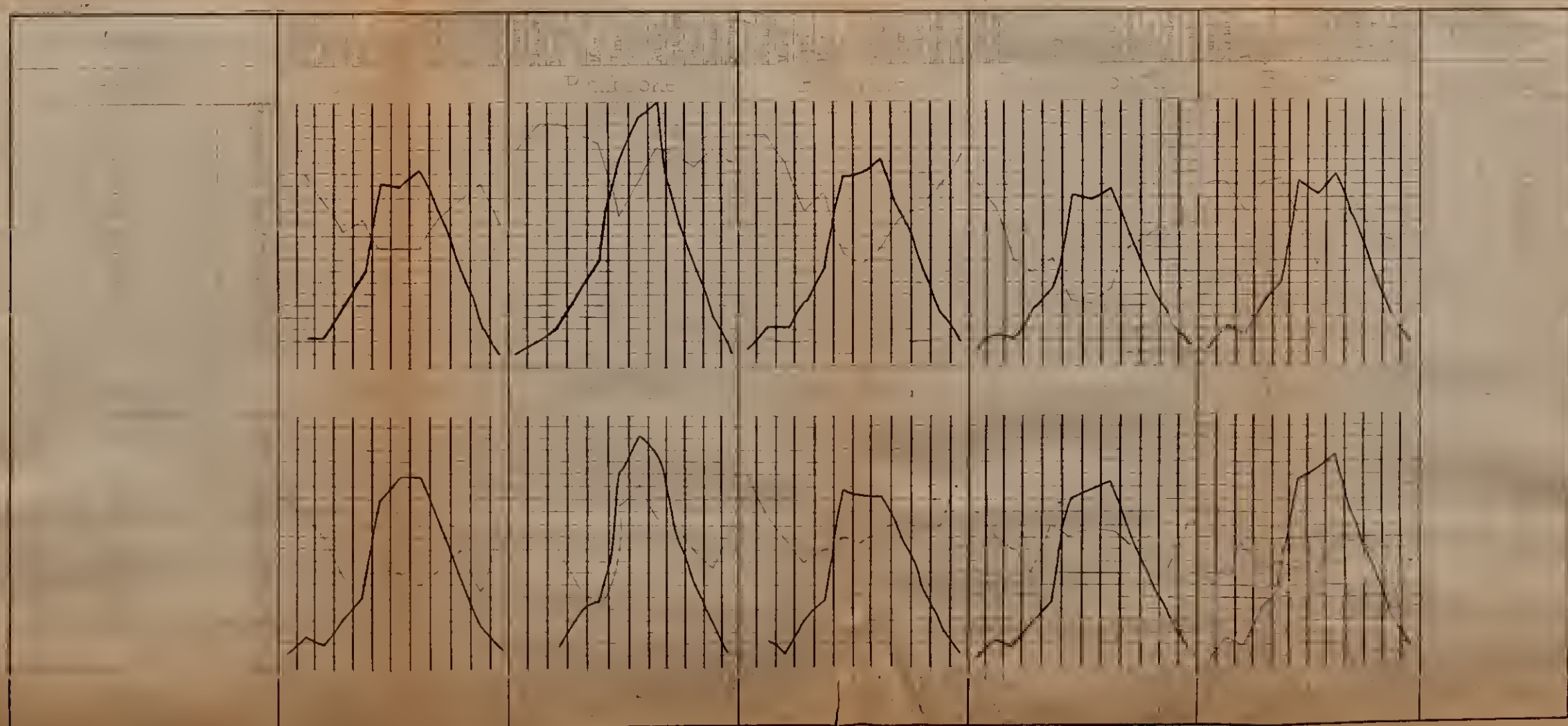






TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—Continued.

## WIND, CLOUDINESS, RAIN, SNOW AND AURORAS.

[illegible]

*a* Where the clouds have contrary motions, the higher current is entered here.

<sup>b</sup> Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

## NOTE ON AURORAS.

The following extract from the Instructions issued to the observers, will explain the classification of auroras in the monthly abstracts. The general directions referred to need not be reproduced here, but can be furnished to persons willing to co-operate in the work of observation:—

The classification of auroras to be employed (See Art. 13) is that adopted by the Smithsonian Institution, and which will be understood by the following remarks of Professor Olmsted, in the Smithsonian Contributions to Knowledge. The general directions in Art. 14, also used by the Smithsonian Institution, were principally adopted from those recommended by Captain Lefroy, when Director of the Toronto Observatory.

The Aurora Borealis presents itself under six different forms:

2. *Arches*.—Arches, or circles, or zones, formed at various altitudes, between NE and NW, being sometimes the mere boundary of a segment, at other times a dense pillar of light, forming a grand columnar arch, which spans the heavens from east to west. It frequently moves from north to south, usually advancing but little further than the zenith.

3. *Streamers*.—Acute cones or spindles, usually shooting up from an arch, or from a dark smoky cloud, which lies along the northern horizon, or rises a few degrees above it.

4. *Corona*.—A circular zone around the pole of the dipping needle, formed of wreaths of auroral vapor, either of pure white or of various prismatic colors, with streamers radiating from the circumference.

5. *Wares.*—Undulations which commonly flow upwards, towards the centre of the corona, along the line of the streamers, but sometimes course along the line of an arch, from east to west.

6. *Auroral Clouds*.—A milky, vapory bank, in the north, the quantity and apparent depth of which afford a prognostic of the intensity of the approaching aurora. These clouds are sometimes of a smoky hue, especially in front,

Art. 13.—We shall find it convenient to distribute the different forms of aurora into *four* distinct classes.

CLASS I. This is characterized by the presence of at least *three* out of four of the most magnificent varieties of form, namely, arches, streamers, corona and waves. The distinct formation of the corona is the most important characteristic

of this class, yet, were the corona distinctly formed, without auroral arches or waves, or crimson vapor, it could not be considered as an aurora of the first class.

CLASS II. The combination of *two* or more of the leading characteristics of the first class, but wanting in others, would serve to mark the second. Thus the exhibition of arches and streamers, both of superior brilliancy, with a corona,

the while the waves and crimson columns were waiting, or of streamers with a corona, or of arches with a corona without streamers or columns (if such a case ever occurs) we should designate as an aurora of the second class.

CLASS III. The presence of only one of the more rare characteristics, either streamers or an arch, or irregular coruscations, but without the formation of a corona, and with but a moderate degree of intensity, would denote an aurora

CLASS IV. In this class we place the most ordinary form of the aurora, as a mere northern twilight, or a few

streamers, with none of the characteristics that mark the grander exhibitions of the phenomenon."



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—Continued.

WIND, CLOUDINESS, RAIN, SNOW AND AURORAS.

MONTH.	STATION.	WINDS. NUMBER OF OBSERVATIONS.																			Estimated Velocity of Wind.				Amount of Cloudiness.				RAIN.			SNOW.			Total Depth of Rain and Melted Snow.	A U R O R A S.									
		SURFACE CURRENT.									MOTION OF CLOUDS.										MONTHLY MEANS.				MONTHLY MEANS.				No. Rainy Days.	Duration in hours.	Depth in inches.	No. Snowy Days.	Duration in hours.	Depth in inches.		Class I.	Class II.	Class III.	Class IV.	Sky unfavorable, obs doubtful.	Sky unfavorable, obs impossible.	Sky favorable, none seen.	WHEN OBSERVED.		
		North.	North East.	East.	South East.	South.	South West.	West.	North West.	Calm.	Total.	North.	North East.	East.	South East.	South.	South West.	West.	North West.	Imperceptible.	Clear.	Total.	7 A.M.	1 P.M.	9 P.M.	MEAN.	7 A.M.	1 P.M.																9 P.M.	MEAN.
JULY	Barrie.	3	3	5	13	1	6	8	17	4	81	4	1	6	5	2	1	3	7	11	23	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	4th, 27th, 28th.			
	Belleville.	8	3	13	1	17	8	20	17	4	81	1	1	1	1	1	1	1	1	1	23	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Cornwall.	3	5	10	3	6	8	20	17	4	81	1	1	1	1	1	1	1	1	1	23	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Godierich.	18	6	3	6	21	10	17	20	11	81	1	1	1	1	1	1	1	1	1	23	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Hamilton.	1	5	4	15	3	15	5	33	25	81	3	2	9	5	2	18	3	14	11	11	23	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Pembroke.	3	10	7	4	4	4	3	9	15	81	3	2	9	5	2	18	3	14	11	11	23	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Peterborough.	12	12	8	1	2	11	9	10	16	81	4	7	3	3	3	1	9	7	7	16	11	23	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.		
	Simcoe.	12	6	5	2	3	8	11	11	7	81	3	2	2	2	2	2	2	2	2	23	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Stratford.	12	6	5	2	3	8	11	11	7	81	3	2	2	2	2	2	2	2	2	23	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Windsor.	5	13	4	3	11	6	5	11	7	81	2	3	1	1	1	4	2	2	1	42	23	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
AUGUST	Barrie.	1	1	3	9	2	10	10	12	32	80	3	3	3	3	3	7	9	7	9	27	65	75	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	4th, 27th, 28th.			
	Belleville.	3	1	2	20	13	22	6	14	81	81	2	2	1	18	1	1	1	1	1	37	26	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Cornwall.	3	1	2	20	13	22	6	14	81	81	2	2	1	18	1	1	1	1	1	37	26	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Godierich.	5	10	4	1	20	13	4	37	81	81	2	2	1	18	1	1	1	1	1	37	26	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Hamilton.	2	5	7	33	10	14	13	14	81	81	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Pembroke.	2	5	7	33	10	14	13	14	81	81	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Peterborough.	5	3	2	18	3	6	10	11	37	81	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Simcoe.	5	3	2	18	3	6	10	11	37	81	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Stratford.	8	7	0	3	13	4	10	8	12	30	81	3	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Windsor.	6	12	8	3	15	4	10	6	17	81	3	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
SEPTEMBER	Barrie.	6	11	2	10	8	11	27	75	2	75	2	5	3	8	7	20	30	75	75	75	75	75	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	4th, 27th, 28th.			
	Belleville.	1	1	2	20	13	22	6	14	81	81	2	2	1	18	1	1	1	1	1	37	26	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Cornwall.	1	1	2	20	13	22	6	14	81	81	2	2	1	18	1	1	1	1	1	37	26	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Godierich.	13	2	13	3	1	15	25	2	28	75	1	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Hamilton.	4	7	3	2	1	11	7	11	29	75	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Pembroke.	4	7	3	2	1	11	7	11	29	75	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Peterborough.	6	2	4	3	1	21	3	8	27	75	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Simcoe.	6	2	4	3	1	21	3	8	27	75	4	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Stratford.	12	7	1	18	3	9	23	75	4	1	1	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Windsor.	12	7	1	18	3	9	23	75	4	1	1	1	1	1	1	1	1	1	1	20	24	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
OCTOBER	Barrie.	1	5	1	15	6	6	9	33	81	1	1	5	3	8	4	12	36	23	81	81	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	4th, 27th, 28th.				
	Belleville.	4	2	6	8	11	19	16	6	9	81	1	1	1	1	1	4	6	3	30	37	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.				
	Cornwall.	4	2	6	8	11	19	16	6	9	81	1	1	1	1	1	4	6	3	30	37	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.				
	Godierich.	14	7	11	9	15	3	7	3	81	81	5	1	1	1	1	5	4	4	4	4	4	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Hamilton.	4	4	7	1	31	3	1	37	81	81	5	1	1	1	1	5	4	4	4	4	4	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Pembroke.	3	4	4	10	2	7	12	6	33	81	4	1	1	1	1	5	4	4	4	4	4	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Peterborough.	4	4	4	10	2	7	12	6	33	81	4	1	1	1	1	5	4	4	4	4	4	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Simcoe.	4	4	4	10	2	7	12	6	33	81	4	1	1	1	1	5	4	4	4	4	4	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.			
	Stratford.	4	2	5	23	1	14	8	44	79	3	6	2	2	2	2	7	8	15	21	21	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.				
	Windsor.	4	5	7	1	5	16	5	8	39	81	4	2	2	2	2	7	8	15	21	21	81	1	2	0	1	4	5	3	4	7	10	25.15	2.0674	1.930	2.0674	1	1	3	21	29th.				
NOVEMBER	Barrie.	1	1	8	3	17	8	13	6	78	78</																																		

TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*

## REMARKS.

## JANUARY.

BARRIE.—On Sunday, 4th, at 9 p.m., barometer reached 29.499 in. Snow on 2nd, 4th, 6th, 7th, 10th, 12th, 13th, 17th, 20th, 21st, 22nd, 24th. Storms of wind on 19th, 25th, 26th, 27th. Barometer remarkably unsteady, but no such wind as might have been expected from the sudden changes in barometer.

BELLEVILLE.—Rain on 31st. Snow on 5th, 9th, 10th, 11th, 13th, 14th, 16th, 17th, 20th, 21st, 22nd, 26th.

CORNWALL.—The observer having omitted observations in the first days of the month, the results cannot be published. He remarks that the river rose to a very great height on the nights of 16th and 23rd Jan. On 16th, at midnight, the (max.) height was 31 ft 3 in; fell to 25.5 next day; the minimum height for the month was 15; on 23rd, at midnight, the (max.) height was 32; fell to 25 next day; the average height for month, 23 ft; the average height for December, 1866, was 12 ft; in 1866, the maximum height was, for Jan., 26.9; Feb., 27; March, 27; and the minimum for Jan., 10 ft 10; Feb., 18.6; March, 17.

GODERICH.—On 10th, heavy NW. wind from 5 p.m. to 7 p.m. 17th, storm of wind from 2 a.m. to 8 a.m., NW., velocity 8. 22nd and 24th, at 7 a.m., wet bulb showed no difference from dry bulb after three trials. 25th, storm of wind from 3 p.m. to 4 p.m., E., velocity 5. 31st, about 8 p.m., three several flashes of lightning in the south. Snow on 9th, 10th, 12th, 16th, 17th, 21st, 22nd, 24th, 25th, 26th, 28th, 29th.

HAMILTON.—First two weeks pleasant, with mild temperature. 13th, very rough in morning, wind E., velocity 4. 20th, great snow storm began at 5 p.m., continuing till 10 p.m. 21st, depth about 20 inches. 24th and 25th, clouds in H, NE, had a bluish appearance; on 26th and 27th, stormy and blustering, wind 27th. at night, rising to velocity 8. 31st January, thaw began; a little rain in evening; SW wind blew a steady strong gale all night, and in morning snow had almost disappeared. Snow on 5th, 8th, 9th, 10th, 14th, 15th, 16th, 17th, 20th, 21st, 22nd, 25th, 26th, 27th, 28th. Storms of wind on 2nd, 11th, 12th, 14th, 17th, 21st, 26th, 27th, 28th, 29th, 31st.

PEMBROKE.—Hail on 31st, at 10 p.m. Snow on 2nd, 4th, 5th, 16th, 21st, 22nd, 25th, 26th. Storms of wind on 7th, 18th, 19th. A few ravens occasionally seen. Red deer killed in large numbers. Health generally good the first part of month, but much pulmonary disease during the latter part. Sleighing not good till middle of month. Storms of snow and wind not so heavy as in the Eastern Provinces and New England States. Weather generally pleasant, and comparatively few severe days. One man frozen to death on Black River.

PETERBOROUGH.—Snow on 4th, 5th, 10th, 13th, 16th, 17th, 18th, 20th, 21st, 25th, 26th.

SIMCOE.—20th, snow began at 6 p.m., velocity of wind 6 to 8. 25th, heavy snow storm continued all day. 26th, wind increased at night; heavy drift, also 27th. 31st; rain began at 7 p.m. and continued during night. Snow on 5th, 10th, 13th, 16th, 21st, 25th, 26th, 27th. Fog on 18th. Storms of wind 20th and 25th.

STRATFORD.—Heavy fall of snow with high wind began 6 p.m., 20th, and ended 11 a.m., 21st. Storm of wind and snow on 25th, 26th, 27th and 28th, the most severe experienced for several years; the streets in the town and roads in the country almost impassable for several days. Snow also on 6th, 9th, 11th, 13th, 16th, 17th, 20th, 21st, 22nd. Fog on 25th. Storms of wind also on 13th and 20th. On 29th, at 4.30 p.m., parhelia visible; on same evening, from 7 to 8 p.m., a light seen in W., rising 30° above H., supposed to be zodiacal light. On 31st, rain.

WINDSOR.—Rain on 25th and 31st. Snow on 5th, 8th, 11th, 12th, 14th, 16th, 20th, 21st, 25th, 30th. Fogs on 15th, 30th. Storms of wind, 17th, 26th.

## FEBRUARY.

BARRIE.—Hail on 2nd. Storms of wind on 1st, 16th, 22nd. Rain on 8th. Snow on 5th, 9th, 18th, 19th, 21st, 22nd, 23rd.

BELLEVILLE.—Rain on 12th, 13th, 14th, 16th, 23rd, 24th. Snow on 2nd, 3rd, 9th, 10th, 18th, 21st, 23rd. Weather unusually mild. Very good sleighing the greater part of the month. Frequent snow, but generally in small quantities; greatest fall on 2nd and 3rd, depth, 8 inches.

CORNWALL.—On 2nd, violent storm of snow, and hail from east. 6.15 p.m. to 10.15 p.m.; heavy showers of hail and rain during the night. Hail and rain also on 3rd and 16th. Storms of wind, 2nd and 16th. Fogs, 8th and 9th. Rain on 3rd, 8th, 9th, 11th, 13th, 14th, 15th, 17th, 18th. Snow on 2nd, 5th, 9th, 13th, 21st, 22nd.

GODERICH.—On 4th, a rainbow extending 25° E to W. Halo round the sun till about noon. On 20th, at 4.30 p.m., Michigan coast, upwards of sixty miles off, plainly seen. Storm of wind on 9th. Fog, 13th. Rain, 13th, 25th. Snow, 2nd, 3rd (Sunday), 9th, 10th (Sunday).

HAMILTON.—Weather mild, but very changeable and cloudy. On 2nd, snow and hail in afternoon. On 23rd, rain after 9 p.m. Storms of wind on 2nd, 9th, 11th, 12th, 13th, 15th, 16th, 19th, 20th, 21st, 23rd. Fog on 18th. Rain on 2nd, 3rd, 13th, 15th, 16th, 23rd, 24th, 28th. Snow on 2nd, 3rd, 4th, 8th, 9th, 13th, 15th, 16th, 20th, 21st.



TABLE K.—METEOROLOGICAL OBSERVATIONS.—*Continued*,REMARKS.—*Continued*.

PEMBROKE.—On 7th, hail. 16th, hail and sleet. Shooting star on 10th, SW, altitude 40°, its trail 16° towards SH, continued about three seconds. Storms of wind on 1st, 9th, 22nd, 23rd. Fog on 9th. Rain on 1st, 9th, 13th. Snow on 1st, 2nd, 3rd, 5th, 8th, 12th, 18th, 23rd, 26th. A few ravens have remained during winter, and are seen occasionally. Snow birds numerous. A variety of owls. Month remarkable for sudden changes of temperature. An unusual amount of sickness and an apparent prevalence of pulmonary disease; a number of deaths; three deaths in a lumberer's shanty, supposed to be caused by diseased pork. Good sleighing, and about 400 lumberers' teams every day on the road.

PETERBOROUGH.—On 3rd (Sunday), Barometer 28.457. 8th, slight fog, with smoke in distinctly defined strata close to the ground. Sudden rise of barometer from 9 p.m. Saturday to 9 p.m. Sunday, 10th, range 1.036, being greatest in the month. Sudden wind shift from due S to N in 50 minutes, on 9th, from 9.10 a.m. till 10 a.m. 10th (Sunday), a colder day than that noted in abstract, mean temp. being  $-1^{\circ}.73$ . Fogs, 8th and 9th. Rain on 1st, 2nd, 3rd, 12th, 13th, 16th, 23rd, 24th, 25th. Snow on 2nd, 3rd, 4th, 5th, 9th, 10th, 18th, 22nd, 23rd, 26th. Although the wind was easterly 21 times, the motion of clouds was in no instance from NE, E, or SE.

SIMCOE.—On 8th, sudden change of wind from SW to NW; thaw during day. 9th, snow storm and drifting. 23rd, rapid thaw during day; rain began at 7 p.m.; afterwards froze very hard during night. 25th, clouds, upper current from E, under current from W, east registered. 27th, Shooting stars, NW. Rain on 2nd, 8th, 13th, 14th, 16th, 23rd. Snow on 4th, 9th, 20th, 21st.

STRATFORD.—Storm of wind and snow began on morning of 9th, and ended 10th (Sunday) about 2 p.m.; wind varied from NW to N, depth of snow 3 inches. Storms of wind also on 2nd, 3rd, 11th, 16th, 23rd. Fogs, 4th and 14th. Rain on 8th, 13th, 14th, 15th, 16th, 23rd, 24th, 28th. Snow on 2nd, 4th, 5th, 9th, 10th, 22nd. The barometer on Sunday, 3rd, fell to 27.897.

WINDSOR.—On 16th, wind storm increasing to velocity 7, at noon. 17th, double lunar halo. 18th, lunar halo. Storms of wind on 2nd and 20th. Fog, 13th. Rain on 2nd, 4th, 13th, 16th, 23rd, 28th. Snow on 3rd, 9th, 13th.

## MARCH.

BARRIE.—On 1st, blew very heavily at night—heavy rain—fall of barometer .588 from previous night. 7th, bright aurora. 17th (Sunday), an unusually severe snow storm in afternoon, nearly over by 7 p.m., depth of fall, 10 inches. Storms of wind on 2nd at night, and 13th in afternoon. Rain on 1st and 6th. Snow on 2nd, 7th, 12th, 13th, 14th, 16th, 17th, 21st, 22nd.

BELLEVILLE.—Storm of wind on 2nd. Rain on 1st, 10th, 11th, 24th, 25th. Snow on 7th, 9th, 12th, 13th, 16th, 17th, 27th.

CORNWALL.—Hail and rain on 1st. Storm of wind on 18th; very clearly defined lunar halo on same evening. Fogs, 6th, 16th, 20th. Snow, 3rd, 4th, 7th, 9th, 11th and 12th, 16th and 17th. Rain, 10th and 24th.

GODERICH.—On 1st, three or four peals of thunder south at 4 p.m. 6th, crows seen. 14th, pigeons flying. 15th, lunar halo 9.30 p.m. 17th and 18th, flocks of ducks. 28th, solar halo 1.30 p.m. Snow on 2nd, 3rd (Sunday), 21st, 22nd, 24th.

HAMILTON.—On 4th, *coleoptera coccinella* (lady bird) first seen this spring. 9th, spider first observed weaving and descending. 26th, *fringilla melodia* (song sparrow) first seen on the mountain, their usual time of arrival being 13th March. 31st, Crows first seen and heard. 7th, Aurora observed at 7.30 p.m., double arch, lesser about 20° in length, 10° high, larger 120° long, 20° high, bright streamers moving from NW towards E, and rising higher as they proceeded, highest being 50° in altitude at 10 p.m.; at that hour there was but one arch, and the streamers were more detached than previously; "when the aurora is low it indicates calm weather, when high, stormy, according to the excellent observers and interpreters of signs, the voyageurs in the north west." (Vide Professor Hind's Expeditions, Vol. II. p. 5). 16th, Snow at 3.15 p.m., flakes fine, wind E 4; at 4.20 p.m. flakes large; at 5.30 p.m. flakes fine again, while temperature (25°) and velocity of wind continued about the same. 21st, at 10.10 a.m., began the greatest snow storm of the season, continuing 28 hours till 2 p.m., 22nd; depth, 18 inches, dense, moist, and packed. In the storm which began 20th January, the depth was 20 inches, but it was light and did not pack so much; the March storm broke down a number of houses; on 22nd fences and trees on the E and NE covered with snow. 27th, hail. 28th, at 9.30 p.m., an ordinary meteor in S fell towards SW. Storms of wind 1st, 2nd, 6th, 13th, 14th, 15th, 20th, 21st, 22nd, 27th, 29th, 30th. Fogs 1st, 2nd, 3rd. Rain 1st, 2nd, 10th, 24th. Snow 2nd, 3rd, 4th, 6th, 7th, 9th, 12th, 13th, 16th, 17th, 21st, 22nd, 25th, 27th.

PEMBROKE.—On evening of 1st, and during 2nd, stormy, wind velocity 5; lightning with rain on 1st. Rain also on 10th. Storms of wind 2nd, 11th, 13th, 14th, 18th, 25th, 28th, 29th. Snow on 2nd, 4th, 5th, 7th, 9th, 10th, 12th, 13th, 17th, 24th, 25th. Crows have returned in large numbers; some ravens remained during winter; and some blue jays; a few white or spruce partridge seen. Snow began going on 20th, but wheels not used till 31st. An unusual amount of sickness and a large number of sudden deaths; typhoid fever has taken away many children and adults; there has also been much pulmonary disease.



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

PETERBOROUGH.—On 1st, dim halo round sun; several flashes of lightning with thunder and rain at 8.28 p.m. 2nd, wind suddenly veered from SW to W at 8 a.m. and rose to velocity 6, till sunset, when it gradually subsided. 5th, two falling stars observed—one at E, the other at S, the latter flashed before disappearing. Motion of both from W to E. 7th, very fine auroral display—at 9 p.m. sky overcast but clouds breaking and auroral light occasionally perceptible; at 10.40 sky clear; the whole North (to height of about 46°) filled with long thin streamers perpendicular to H moving as if blown by a gusty wind; patches of bright light appeared here and there and disappeared gradually; the whole had disappeared by 11.30 p.m. 8th, Fog to E and SE on lake and river; heavy hoar frost on trees and other exposed objects. 9th, Crows first observed. 15th, atmosphere hazy and smoky. 19th, fog to eastward; smoke lying in low strata, also on 20th. 23rd, halo round sun, imperfect, only half circumference towards NW. The observer says on 26th, “on this and some of the following days occurred a phenomenon which, though a frequent occurrence, is little observed, viz.: whenever, after foul weather with easterly wind, the wind goes round, *by the North*, to the West, the weather never settles till the wind gets to East again, and goes round *by South* to West. Though wind westerly 23th, 29th and 30th (after change by N from E) still the air continued raw—wind gusty—with occasional symptoms that weather was not settled,” threatenings of rain on 31st (Sunday). Rain on 1st, 10th (Sunday), 24th (Sunday), 25th. Snow on 4th, 7th, 12th, 13th, 14th, 16th, 17th, 18th, 24th (Sunday), 27th. Snow and rain could not be separately measured on 24th—entered as rain.

SIMCOE.—On 7th, at 7 a.m., clouds in general moving SW, but dense volume of black clouds rapidly moving in the opposite direction; at 9 p.m. first aurora seen this year, class II. (arch and streamers), it was the segment of a circle and embraced about 60 degrees of the horizon, middle part perhaps six degrees in height, and under the middle star of Ursa Minor; afterwards rays and brushes shot upward, the most considerable one pointing up towards the broad part of Ursa Major; the whole was of a somewhat pale, milky colour; at 10 o'clock it was much broken up and much more faint and indistinct. 8th, the aurora a lacteal suffusion in the North. 13th, faint auroral twilight, scarcely recognizable. 19th, large halo round moon, and very remarkable strati, moulded no doubt by the upper current. 20th, large lunar halo exactly similar to that of preceding night. Rain on 10th and 23rd. Snow on 3rd, 4th, 7th, 12th, 16th, 17th, 21st, 22nd, 24th and 28th. 30th, a clear silvery auroral suffusion in the north of considerable extent, which lasted from 9 till 12 p.m.

SRATFORD.—On 1st., at 6.55 p.m., lightning seen; rain from 5 to 10 p.m. 2nd, storm of wind NW. 5th, crows first seen. 10th, rain, depth 1.591. 13th, evening windy. 15th, lunar halo. 16th, at 1 p.m., large solar halo; at 5.30 p.m. storm of snow and wind began; 17th, snow ended at 8.30 p.m., depth, 4 inches, wind lulled about 9 p.m. 19th, at 9 p.m., imperfect lunar halo. 20th, lunar halo. 21st, storm of wind and snow—snow ended at 11.30 p.m. of 22nd. Fogs, 1st and 10th. Snow on 2nd, 3rd, 4th, 6th, 7th, 12th, 16th, 17th, 21st, 22nd, 24th, 27th. Spring birds first seen on 31st. The thermometrical means for the month are all lower than the corresponding means for February.

WINDSOR.—On 1st, fog. 7th, meteor from Z to W; the auroral display on this night was of great beauty—the arch rising about 30 degrees above the horizon, streamers shooting to the zenith, dark clouds underneath; motion vertical and horizontal, with distinct prismatic colouring. 8th, the rosignol (gray bird) seen and heard for the first time. 15th, bright and large lunar halo. 19th, lunar halo at 8.30 p.m., which disappeared at 9 p.m.; strong haze on horizon on morning of 19th. Storms of wind 20th and 21st. Rain on 1st, 10th and 24th. Snow on 3rd, 6th, 7th, 11th, 16th, 21st, 22nd, 26th, 27th.

## APRIL.

BARRIE.—On 3rd, hail. 27th, thunder. Rain on 1st, 4th, 15th, 16th, 29th. Snow on 4th, 5th, 8th, 22nd.

BELLEVILLE.—On 20th, thunder at about 1.15 p.m., lasted half an hour, with occasional flashes of lightning and some rain. Fog on 16th. Rain on 1st, 2nd, 4th, 5th, 8th, 10th, 15th, 20th, 22nd, 27th, 29th, 30th. Snow on 5th, 24th. A great number of showers this month. High winds only on 1st and 2nd.

GOBERICH.—On 2nd violets appeared. 4th, small birds, and crows seen. 8th, ploughing commenced. 15th, frogs. 20th, thunder and rain. Fogs on 4th, 8th, 30th. Rain on 1st, 15th, 16th, 20th, 26th, 27th.

HAMILTON.—On 1st, robin red-breast first seen and heard; gales of wind. 2nd, black-birds first seen; frogs first heard; 3rd and 4th, surface wind and clouds moved all of both days in opposite directions. 4th, at 9 p.m., atmosphere saturated. 8th, flags appeared above ground. 9th, wild ducks seen flying towards Dundas marsh. 10, rain and hail in forenoon, and in afternoon rain and snow flakes of immense size, melting at once. 11th, clover appeared. 12th, bay clear of ice, same date as last year. 13th, buds of red maple visibly enlarged; an ordinary meteor at 9.30 p.m., seen in SE, falling towards S. 15th, buds of balm of Gilead and lilac considerably enlarged. 22nd, snow, rain and hail on same day. 23rd, cloud in form of an arc from W to NE, 20° high, in highest part 20° wide, the sky clearer below the cloud than above it, its appearance was rather odd. 27th, observed a light at 9.30 p.m. considerably brighter than the rest of the heavens, it seemed to proceed from WNW towards the constellation Gemini, with a width of some 15°, it extended to a height of about 65°, could assign no cause for it. 28th, spear thistle seen peeping above ground. Hail on 5th, 22nd, 23rd. Storms of wind on 1st, 6th, 11th, 15th, 17th, 20th, 23rd, 25th, 26th, 27th, 29th. Fog, 16th, 24th, 29th. Rain on 1st, 4th, 8th, 10th, 15th, 19th, 22nd, 26th, 30th. Snow on 1st, 5th, 22nd, 24th. The observer reports that no thunder or lightning was perceived by him, but several flashes were seen by another on evening of 20th; and at Mount Pleasant, 30 miles west of the station, repeated claps of thunder were heard on morning of 19th.

TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

PEMBROKE.—On 3rd, the first ground squirrel seen. 5th, an unusual storm of snow, the heaviest of the year, from 2 a.m. to 11 p.m., depth 15 inches, and 3 inches the previous day. 15th, robins first seen. 19th, wild ducks. Most of the spring birds returned during the month; a few gulls on the Ottawa river; crows in abundance. On night of 26th, a very sudden change of temperature. Storms of wind on 3rd, 11th, 18th, 23rd, 26th, 27th. Fogs on 15th, 16th, 30th. Snow on 1st, 2nd, 4th, 5th, 8th, 22nd, 23rd, 27th. Rain on 2nd, 8th, 15th, 20th, 27th, 29th, 30th. The last crossing on the ice was on 29th, unusually late; the ice was firm for teams until 20th. No growth yet except the buds of the elder and willow. Spring uncommonly late; weather changeable; very much sickness. Many deaths among children; some cases of typhoid and of "spotted" fever, fatal in a very short time.

PETERBOROUGH.—On 3rd, atmosphere hazy. 4th, robins first observed. 8th, at 10 a.m., wind vane indicated NW, two strata of clouds then visible: upper, nimbi rapid motion NE; lower, nimbi very low, rapid motion SW, the stratum from NE prevailed, and at 11 a.m. the lower one was not observable. 10th, atmosphere very hazy, swallows first observed. 11th, auroral light with slender streamers observed. 15th, very hazy and smoky—smoke resting on surface at 7 a.m. 15th, first frogs heard; murky fog and smoke very low at 7 a.m. 20th, at 10.34 a.m., heavy rain with thunder and several flashes of forked lightning; perfect rainbow at SE, at 4.30 p.m. 22nd, "Little Lake," near town, clear of ice. 25th, trees loaded with snow, at 7 a.m.; ice in back lakes beginning to break up. 27th, the large lakes free of ice. 30th, most of the small back lakes not yet open. 18th, wide halo round moon. 29th, halo round sun, imperfect towards SE. Snow on 5th, 22nd, 24th. Rain on 1st, 4th, 5th, 8th, 15th, 16th, 20th, 30th. Weather during month generally cold and inclement; only one or two genial days; inflammatory colds and pulmonary attacks very prevalent.

SIMCOE.—On 18th, peculiarly beautiful and large halo round moon observed, from 11 till 12 p.m. 20th, wind stormy all afternoon, velocity 7. 22nd, rain, snow, sleet and hail. 24th, snow, sleet and rain. 25th, at 9 p.m., and after, an intense lurid auroral twilight embracing the whole northern half of the heavens, while all the sky was covered with dense black clouds; there was also a rude arch, which seemed to be formed by black clouds; lightning also in the south, but no thunder. Rain on 1st, 4th, 5th, 8th, 10th, 15th, 16th, 19th, 20th, 23d, 25th, 27th, 30th. Snow on 22nd, 24th.

STRATFORD.—On 4th, thunder and lightning at 10.50 a.m. 9th, large lunar halo at 9 p.m. 13th, mill pond free from ice, swallows first seen, frogs first heard. 19th, hail at intervals between 6.30 and 7.30 a.m. 30th, at 7 a.m., complete saturation observed. Storms of wind on 5th and 23th. Fogs on 4th, 16th, 30th. Rain on 4th, 6th, 8th, 10th, 15th, 16th, 20th, 25th, 26th, 30th.

WINDSOR.—On 3rd, first snow drops in bloom; frogs first heard. 8th, crocuses in bloom and first swallows seen. 16th, dense fog. 23rd, hyacinths and tulips in bloom. 29th, strawberry in bloom. Storms of wind on 1st, 4th, 20th, 25th, 26th. Rain on 1st, 4th, 10th, 15th, 21st, 22nd, 24th, 26th, 30th. Slight snow, melting as it fell on 5th. Month variable as to weather, and vegetation generally backward.

## M A Y.

BARRIE.—On 1st ice left Kempenfeldt Bay—latest day for several years. 6th, hail storm at 5 p.m. from W. 25th, very heavy blow from SE between 10 and 12 a.m. 27th, remarkable aurora, very similar to that seen 17th April, 1863, and then fully recorded\*. Frost on 2nd and 3rd. Rain on 6th, 9th, 13th, 14th, 15th, 16th, 20th, 21st, 22nd, 23rd, 24th, 25th, 29th, 30th. Vegetation this month very backward.

BELLEVEILLE.—On 2nd, about 9.30 a.m., hail began and continued a few minutes; high winds this day W and NW, and at night severe cold, next morning half an inch of ice. 17th, hail with rain for some minutes, commencing at 1.15 p.m. 27th, between 9 and 10 p.m., luminous appearance in north and auroral segment discerned, although northern horizon obscured by clouds; at same time a brilliant arch of light completely spanned the heavens from E to W, apparently reaching the zenith in the centre. On 31st, about same time, a similar but fainter arch. 30th, distant thunder began 7.30 p.m., and at 8.30 p.m. rain, which soon ceased. Frost, 2nd, 3rd and 4th. Rain on 1st, 4th, 5th, 6th, 8th, 9th, 13th, 14th, 15th, 17th, 20th, 21st, 22nd, 23rd, 25th, 28th, 29th, 30th, 31st. An exceedingly wet and gloomy month. The following is a statement of rain in May at this station for ten years:—

May, 1858, 17 rainy days .....	5.056 inches.
do 1859, 7 do .....	2.989 do
do 1860, 11 do .....	3.289 do
do 1861, 12 do .....	3.760 do
do 1862, 5 do .....	1.837 do
do 1863, 7 do .....	1.891 do
do 1864, 11 do .....	4.782 do
do 1865, 6 do .....	2.500 do
do 1866, 9 do .....	2.432 do
do 1867, 19 do .....	5.285 do

CORNWALL.—Violent wind NW during night of 1st. Light shower of snow during morning of 2nd; at 1 p.m. wind from NW (velocity 1); at 2.30 p.m. a sudden storm of wind (5) from S, and quick gathering of nimbi; slight snow and very heavy rain lasted about half an hour; at 3 p.m. gentle rain, wind NW (2).

\*Chief Superintendent's Report on Education for 1866, p. 112c.



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS—*Continued.*

14th, thunder during morning. 30th, lightning about 10 p.m. Frost on 13th. Fogs 1st and 9th. Rain on 1st, 4th, 6th, 7th, 8th, 9th, 10th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 22nd, 23rd, 24th, 25th, 28th, 29th, 30th, 31st.

GODERICH.—On 2nd at 10 a.m., and 7th at 11.30 a.m., flurry of snow, melting as it fell. 14th, lunar halo at 8 p.m. 16th, solar halo. 20th, Michigan side clearly visible, vessels and harbours seen. Frost 2nd, 3rd, 10th, 13th. Fogs 7th, 14th, 23rd. Rain 4th, 5th (Sunday), 6th, 13th, 14th, 15th, 21st, 22nd, 23rd, 24th, 26th (Sunday), 27th, 28th. Season unusually backward and cold; the crops, nevertheless, look well; and to all appearance there will be an abundance of fruit.

HAMILTON.—Barometer fell gradually from 7 a.m. on 3rd, 30.102 to 7 a.m. on 9th, 29.187. 13th, first thunder storm of season; flashes very bright, rain in torrents, passed over city from W to E. 9th, at 9.30 p.m., an ordinary meteor in S, 15° high, fell towards W. 27th, an extraordinary display of aurora, began about 10 p.m. and continued till long after midnight; the whole north illumined with fitful flashes, radiations sometimes extending across the zenith. The following dates of blossoming were noted: soft maple on 3rd, burdock on 5th, elm on 6th, dandelion on 16th, weeping ash on 18th, cherries on 24th, pyrus japonicus and flowering currant on 24th, hard maple on 25th, plum trees on 27th, strawberries on 28th. Frost on 2nd, 3rd, 4th, 20th, 22nd, 27th. Storms of wind on 1st, 2nd, 4th, 8th, 9th, 14th, 20th, 21st, 22nd, 23rd, 24th, 25th, 28th. Rain on 1st, 4th, 5th, 6th, 13th, 14th, 15th, 17th, 19th, 20th, 21st, 22nd, 23rd, 24th, 27th, 28th, 29th, 30th. In temperature the average of the averages of the five weeks beginning Monday, 30th April, and ending Saturday, 2nd June, this year, is 48°57, while in corresponding weeks last year it was 50°88; the winter of 1866-7 was the milder. The month very cold and wet, wind unusually raw and chilly; deaths, chiefly from pulmonary disease, very numerous, the aged and middle-aged chiefly affected.

PEMBROKE.—Ice on the Ottawa broken up on 1st; first boat crossed 2nd. Ice floated 4th, 5th, 6th and 7th; on 8th, river was free and the steamer began running. On 11th, first raft passed. Leaves started on 21st; small trees green on 28th. Some wild flowers, but spring unusually late. Lightning with rain on 30th. Frost on 2nd, 3rd, 4th, 13th. Storms of wind 2nd, 4th, 8th, 9th, 10th, 25th. Fog on 6th. Snow on 2nd. Rain on 1st, 4th, 5th, 6th, 7th, 8th, 9th, 11th, 14th, 16th, 18th, 20th, 21st, 22nd, 23rd, 25th, 28th, 29th, 30th. Unusual number of sudden deaths in the vicinity of station, generally with a few hours' illness; supposed cause "spotted fever," and chiefly confined to children. Temperature changeable and atmosphere damp. Ground constantly wet and little growth.

PETERBOROUGH.—On 1st, faint auroral light. 2nd, faint auroral light with a few streamers; ice broken up on the large back lakes. 3rd, hard frost; thick ice on the bays and narrows of the lakes. Rain from 12.37 p.m., 13th, till 10.40 p.m., 15th. On 16th, parhelion observed on the end of a stratus over NWH at 6 p.m., atmosphere murky in vicinity of cloud—very bright—continued for 35 minutes, when faded gradually as sun declined. On 17th, several times during the day a nimbus appeared at about NNW and passed over the sky in a southerly direction; wind ranged generally during the day between W and NW, but these nimbi always appeared to carry with them a current nearly due N; as soon as they began to approach Z, the vane pointed N, until the cloud had passed over, when the vane resumed its original direction. 22nd and 23rd, a humming bird observed on both days, though raining. 27th, strong auroral light appeared over NH—very luminous at NE; at 9.30 p.m. a slender arc appeared, spanning the heavens from E to W, passing about 6° south of  $\gamma$  Ursa Majoris and terminating at each end about 11° above H; it did not change its position, but continued to quiver and flicker gently, and disappeared gradually in about 25 minutes. Month remarkable for cloudiness and frequent rains; very unlike same month in ordinary years. Oldest settler in vicinity does not recollect a May in Canada like it. Also remarkable for prevalence of severe attacks of the lungs and bronchiae, also of catarrh and influenza. The leaves were only half out on the early forest trees on 31st, and the buds only bursting on the oaks and other late trees. Frost on 2nd, 3rd, 4th, 7th, 11th, 19th, 21st, 27th, 28th. Snow on 2nd. Rain on 1st, 4th, 5th, 6th, 8th, 9th, 13th, 14th, 15th, 20th, 21st, 22nd, 23rd, 24th, 25th, 28th, 29th, 30th.

SIMCOE.—On 3rd, about 9 p.m. very luminous falling star in S. 4th, magnificent solar halo from before 12 till nearly 1 p.m., blue and brown-red circles about 40° in diameter; heavy rain followed at 4 p.m. 8th, 7 a.m. cloud motion NE, also rapid SW, while vane was N; at 1 p.m. under clouds SW, upper NE, vane N. 13th, thunder and lightning; ordinary lunar halo. 14th, thunder and lightning, 9.30 till 11 a.m., and again with rain same day. 20th, at 1 p.m., upper current NE, under W, surface wind E. 21st, lightning, thunder and heavy rain from 3 till 5 p.m. 24th, full foliage now bursting out; willows and other early trees green and the rest following; peach, plum and other fruit trees in bloom, having been budding for the last seven weeks; grass and wheat luxuriant; the spring though tardy and bleak is upon the whole propitious. 27th, aurora at least 10° in depth, and stretched round to E; it looked like a bank of dense white clouds, but stars were visible through it; two beams pointing up from horizon. 28th, lightning. A falling star at 9 p.m. from near Z on 27th and 28th at 9 p.m. On 30th, at 5 p.m., magnificent double rainbow in E. Frost on 2nd, 3rd, 4th, 13th. Rain on 1st, 4th, 13th, 14th, 17th, 20th, 21st, 22nd, 23rd, 25th, 28th, 30th.

STRATFORD.—9th, large lunar halo. 12th, arc of colored solar halo. 18th, at 10.30 p.m. large lunar halo. 24th, thunder, lightning, hail and rain from 1.25 till 2.30 p.m.; hail from 1.35 to 1.38 p.m. very heavy. 28th, currant bushes in leaf and flower. 29th, wild plum trees in bloom. Frost on 2nd, 3rd, 4th, 11th, 12th, 18th, 24th, 27th. Storms of wind, 2nd, 21st, 25th. Fogs 13th, 29th. Snow, 2nd, 17th. Rain on 1st, 4th, 5th, 6th, 13th, 14th, 15th, 17th, 19th, 21st, 22nd, 23rd, 24th, 25th, 28th.

WINDSOR.—On 15th, violets in bloom; rainbow in afternoon. Lightning, thunder and rain 12th and 13th. Heavy rain storm from midnight of 20th to 7 a.m. 23rd, raining continuously for over fifty hours. 31st, tulips and lilacs. Frost on 2nd, 3rd, 8th. Storms of wind 21st and 25th. Fog 16th. Rain on 4th, 9th, 13th, 14th, 15th, 16th, 20th, 21st, 22nd, 23rd, 25th, 27th, 28th. Month unusually rainy; season exceedingly backward in consequence, and farming operations much impeded.



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

ST. JOHN, NEW BRUNSWICK.\*—The following is extracted from a report kindly sent by an observer at this point: For the month of May the corrected mean readings of *Barometer* were at 8 a.m. 29.885, at 2 p.m. 29.870, at 10 p.m. 29.885, mean 29.881. Highest, 30.484 on 4th; lowest, 29.531 on 13th; range .953. *Temperature*: mean at 6 a.m. 43°13, 10 a.m. 50°65, 2 p.m. 52°22, 6 p.m. 49°16, 10 p.m. 43°87. Highest, 68° on 28th, lowest, 31° on 4th. Greatest daily range 21°. Warmest day, 28th, mean 58°87; coldest, 4th, mean 37°3. *Tension of vapour*: mean at 8 a.m. .258, 2 p.m. .290, 10 p.m. .256, mean .268. *Humidity*: mean at 8 a.m. 78, 2 p.m. 74, 10 p.m. 84, mean 78.7. *Wind*: E to SW 23 days at 2 p.m. *Rain*: 14 days and 9 nights, total fall, .5760 inches.

## JUNE.

BARRIE.—On 6th, squall from NW at 7 p.m. 8th, lightning at evening towards N, very frequent and bright. 11th, lightning with thunder and rain. 14th, at 1.15 p.m., wind SE; changed suddenly to NW; violent squall with thunder and lightning and heavy rain; very heavy rain from 4.30 to 6 p.m., with thunder storm—weather closely resembling tropical rainy season. 26th, heavy fall of rain, 6 to 6.30 p.m., lightning to the south, and thunder. Fogs on 20th, 21st. Rain on 12th, 14th, 15th, 20th, 26th, 27th. 30th, lightning; aurora IV faint, 9 p.m.

BELLEVILLE.—Storms of wind on 3rd, 6th, 8th, 15th, 18th, 19th, 25th, 26th. Rain on 2nd, 12th, 16th, 18th, 20th, 26th, very dry and warm. Fall wheat looking exceedingly well, but progress of spring crops very slow and unsatisfactory.

CORNWALL.—Lightning on 6th. Thunder on 15th and 18th. Lightning with rain on 29th. Fogs on 21st and 22nd. Rain on 2nd, 3rd, 4th, 7th, 9th, 12th, 20th, 26th, 27th, 28th, 29th.

GODERICH.—On 2nd at 7 p.m., two rainbows extending about 30° in south. 3rd, rainbow. Lightning on 6th and 14th. Lightning with thunder on 13th, 22nd (N and NE), 25th. Fog on 17th. Rain on 2nd, 11th, 12th, 17th.

HAMILTON.—On 3rd, horse-chestnut in bloom. 4th, apple-tree in bloom; an ordinary meteor in W, 25° high, fell toward N at 9.30 p.m. 5th, lilacs and snowballs (*viburnum*) in bloom; an ordinary meteor in W, 45° high, fell towards S, 10.30 p.m.; a meteor in SE, 60° high, fell towards SSW, left a trail 10° long, distinctly visible for a few seconds, rather remarkable. 6th, white clover in bloom; auroral light in N and NNW between 10 and 11 p.m. 9th, sorrel, criterion honeysuckle, red clover, in bloom. 13th, early peas in bloom. 22nd, auroral arch 10° high from NW to NE. Lightning on 6th, 7th, 14th, 22nd, 25th. Storms of wind on 3rd, 4th, 6th, 8th, 12th, 14th, 15th, 18th, 21st, 28th, 29th. Rain on 2nd, 4th, 11th, 12th, 15th, 16th, 17th, 18th, 26th. Very dry; cereals suffered greatly.

PEMBROKE.—Lightning with rain on 6th and 12th. Rainbow on 15th. Lightning, thunder and rain on 15th, 19th, 27th. Strawberries on 22nd. Storms of wind 4th, 18th, 25th. Fogs on 15th, 21st, dense. Rain on 2nd, 3rd, 6th, 7th, 12th, 14th, 15th, 18th, 19th very heavy storm with rain, 22nd, 27th. Vegetation at first very late, but showers abundant and vegetation afterward very rapid; crops good; grass unusually heavy. Health generally good, except among children.

PETERBOROUGH.—On 6th, a rocket-like meteor observed crossing southern part of zenith from SE to W, leaving a trail which lasted about five seconds. Lightning on 6th in W horizon from 9.27 p.m. till 11.15 p.m. 12th, lightning. 25th, lightning in SSW horizon from 9.47 p.m. till 10.50 p.m. 27th, lightning. Lightning (forked) with thunder at 7.12 p.m. on 14th. Lightning and thunder on 18th. On 22nd and 24th faint auroral light with a few slender streamers—the streamers each night disappearing in about 15 minutes. Rain on 2nd, 3rd, 12th, 14th, 15th, 18th, 20th, 26th.

STRATFORD.—Abstract of entries in regard to the storms of June 2nd:—1st storm—at 2.40 p.m. thunder, sky 0 with cu piled in masses and nim in N and S; at 3.15 p.m. rain; wind N, velocity 7; thunder loud and lightning vivid; from 3.20 p.m. to 3.42 p.m. hail very heavy and stones large; at 3.45 p.m. lightning vivid; wind SE, velocity 4; at 4 p.m. lightning and thunder ceased, wind S 2; at 4.40 p.m. rain ceased, depth .8911 in; thunder in NW, wind SW, velocity 3; 2nd storm—at 5.25 p.m. distant thunder in NW, sky clear; nimbi strati and cumuli form, wind NE, 3; at 6 p.m. thunder in continuous peals; this storm passed off to the eastward with a good deal of thunder and lightning; rain from 6.40 to 7.20 p.m. 6th, lightning in NH at 8.30 p.m. 7th, a very severe storm of thunder, lightning, hail, rain and wind from 2.40 to 4.40 p.m.; very brilliant and perfect primary and secondary rainbows at 7.25 p.m. 12th, lightning, thunder and rain. 13th, lightning at 8.30 p.m.; imperfect lunar halo at 9 p.m. 14th, thunder and lightning at 1.30, 5.30 and 9 p.m. with rain. 17th, thunder, lightning and rain from 7 to 10.30 p.m. Thunder and lightning 25th and 27th. Fogs 1st, 13th, 26th. Lightning, 30th. Rain on 2nd, 3rd, 7th, 11th, 12th, 17th, 26th, 27th.

WINDSOR.—On 6th, heavy hail storm, lasting an hour and a half and covering the ground with hail stones, some of which measured two inches in circumference; wind exceedingly variable during the storm, shifting from S to N, and from N to NE, to SE, to S and to SW; barometer fell slightly during the progress of the storm. Rainbows on 6th and 12th, though on the latter of these days no rain fell here. Lightning and thunder with rain, 17th. Lightning with thunder on 12th, 13th, 25th. Rain on 1st, 2nd, 6th, 11th, 17th, 24th. Barometer remarkably steady during the month, and no large ranges. Thermometer shows an unusually high temperature during the month.

None of the observers report frost during this June.

\*Some reports from St. John are introduced, in order that there may be an opportunity of comparing the results at a station on the seaboard with those at our inland stations.

TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

ST. JOHN, NEW BRUNSWICK.—For the month of June the corrected mean readings of *Barometer* were at 8 a.m. 30.036, at 2 p.m. 30.016, at 10 p.m. 30.013, means 30.022. Highest, 30.242 on 11th, lowest, 29.564 on 4th and 30th; range .678. *Temperature*: mean at 6 a.m. 50°.97, 10 a.m. 58°.61, 2 p.m. 62°.17, 6 p.m. 59°.37, 10 p.m. 55°.33. Highest, 72° on 17th and 27th, lowest 43° on 10th; range 29°. Greatest daily range 12°, on 9th and 27th. Least daily range 1°. Warmest day, 17th, mean 62°.3; coldest, 10th, mean 50°. *Tension of vapour*, mean at 8 a.m. .344, 2 p.m. .383, 10 p.m. .356; mean .356. *Humidity*, mean at 8 a.m. 85, 2 p.m. 78, 10 p.m. 88; mean 79. *Wind*, E to SW 26 days, and N to NE 4 days. *Rain*, 5 days and 7 nights, total fall 3.445.

## JULY.

BARRIE.—On 4th, violent thunder with lightning storm from SW at 4.30 a.m., heavy rain and high wind. 5th, beautiful rose-colored aurora, very bright, intermittent, at 9 p.m. 10th, lightning. 11th, heavy rain, thunder and lightning storm between 5 and 6 a.m. 15th, heavy rain, lightning and thunder storm from SW at 5 p.m. Rain on 4th, 6th, 9th, 11th, 15th, 29th, 30th. Barometer very steady during the month.

BELLEVILLE.—On 4th, rained from 6.30 a.m. to 8.15 a.m., during which time a heavy thunder storm occurred with occasional very vivid lightning; storm proceeded from NW to SE; very little wind on surface, and scarcely any change observed in barometer or thermometer. 6th, thunder, lightning and rain of shorter duration. 7th, between 1 and 2 p.m., rain and lightning with distant thunder. 11th, rain, with intermissions, from 4 a.m. to about 2 p.m.: distant thunder between 6 and 7 a.m. and occasional lightning. 21st, occasional distant thunder from 1 to 2 p.m. and 8 to 9 p.m., with lightning on both occasions, but little rain. 22nd, occasional distant thunder with lightning to NW from 2 to 5 p.m., with a few drops of rain. Rain on 4th, 6th, 7th, 9th, 11th, 15th, 16th, 19th, 21st, 22nd. No severe storms except on 4th, weather steady and uniform.

CORNWALL.—On 3rd, lightning. 6th, thunder. 11th, lightning, thunder and rain. 24th, thunder. Rain on 1st, 4th, 6th very heavy, 8th, 11th, 16th, 20th, 25th, 27th, 28th, 29th. Besides three observations of third class auroras, the observer reports no less than eighteen of fourth class, viz: on 1st, 3rd, 4th, 8th, 11th, 12th, 15th, 16th, 17th, 18th, 19th, 20th, 22nd, 23rd, 24th, 26th, 30th, 31st.

GODERICH.—On 15th, lightning and thunder with rain, which began at 11.30 a.m. and ended at 1 p.m.; at 1 p.m. tried dry and wet bulb thermometers three times with same results, viz: dry 68°.5, wet 68°.2, and at 1 p.m. suddenly fell, dry from 68°.5 to 65°, wet from 68°.2 to 65°. 20th, wind northerly with an undercurrent from E. 23rd, thunder. 25th, wet bulb tried twice, with same result, viz: dry 68°, wet 68°. Fogs on 15th, 20th, 26th. Rain on 4th, 5th, 15th, 16th, 24th, 26th, 29th, 31st.

HAMILTON.—Tulip tree (*Liriodendron tulipifera*) in bloom. 5th, lightning and thunder. 12th, pumpkins in bloom. 15th, lightning, thunder and rain. 16th, Indian corn in tassel. 18th, fall wheat harvested. 22nd, thunder. 29th, auroral light 15° along horizon 7° or 8° high. Storms of wind on 3rd, 5th, 6th, 10th, 11th, 13th, 19th, 22nd, 24th, 25th, 27th, 29th, 31st. Rain on 5th, 8th, 9th, 11th, 15th, 25th, 28th. Month very dry, amount of rain 3.4089 inches less than in July, 1866, and duration of rain 38h. 7 min. less.

PEMBROKE.—Storms of wind on 4th, 5th, 6th, 8th, 12th, 16th, 17th, 18th, 27th, 29th, 30th. Rain on 4th, 11th, 23rd. Vegetation has suffered for want of rain, but crop fair. English grain light, and below average yield.

PETERBOROUGH.—On 4th and 11th, lightning, thunder and rain. 15th, thunder and rain. 21st (Sunday), a violent thunder storm in the evening with forked lightning, burst suddenly at 4.55 p.m., wind in heavy sweeping gusts from NNW, force 8; storm quite over at 5.50 p.m.; a great many barns and outbuildings in the country undofed, and a few reported blown down. 29th, arch of auroral light across NH, bright, with a few faint streamers, at 10 p.m.; three falling stars observed. Rain on 4th, 6th, 7th, 9th, 11th, 15th, 21st, 22nd, 25th, 28th.

SIMCOE.—On 10th, halo round sun at 1.30 p.m. Lightning, thunder and rain on 1st, 5th, 11th, 15th, 22nd. Rain also on 4th, 8th, 25th.

STRATFORD.—On 3rd, lightning. 4th, thunder and rain. 8th, lightning and thunder. 11th, thunder at daylight. 13th, hoar-frost on sidewalks. 15th, thunder and rain. 28th, lightning, thunder and rain, and storm of wind. Fogs 5th and 23rd. Rain on 4th, 6th, 8th, 9th, 10th, 15th, 24th, 25th, 28th, 31st.

WINDSOR.—On 4th, heavy rain for one hour with lightning and thunder. 10th, lightning; storm of wind. 11th, thunder. 22nd, 24th, 25th, 31st, lightning, thunder and rain. Rain also on 15th (slight), and 23rd.

ST. JOHN, NEW BRUNSWICK.—N Lat., 45°.17. W Long., 66°.4. Height above sea, 135 feet. The following is extracted from a report sent by an observer at this point:—For the month of July, the corrected mean readings of *Barometer* were at 8 a.m. 29.930, at 2 p.m. 29.877, at 10 p.m. 29.922, means 29.910. Highest, 30.292 on 31st; lowest, 29.916. Range, .676. *Temperature*: mean at 6 a.m. 56.50, 10 a.m. 63.23, 2 p.m. 66.35, 6 p.m. 63.70, 10 p.m. 58.07. Highest, 78° on 1st; lowest, 54° on 14th. Range, 24. Greatest daily range, 22°. Warmest day, 1st, mean 66°.3; coldest, 20th, mean 56°. *Tension of vapour*, mean, at 8 a.m. .430, 2 p.m. .454, 10 p.m. .525, mean .436. *Humidity*, mean, at 8 a.m. 83, 2 p.m. 73, 10 p.m. 87, mean, 81. *Wind*, southerly 19 days, SW being prevalent. *Rain*, 9 days and 10 nights, total fall 3.105 inches.



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

## AUGUST.

BARRIE.—On 5th, auroral cloud NW to SE. 21st, aurora, double arch. Thunder on 6th. Lightning with thunder on 8th, 9th, 17th, 19th. Lightning, thunder and rain on 24th. Fog on 14th. Rain on 1st, 9th, 12th, 23rd, 24th, 31st.

BELLEVILLE.—On 9th, heavy thunder storm, began about 11 p.m. and lasted, with intermissions, till 5 a.m., proceeded from N to S, thunder occasionally very loud, and lightning unusually frequent and vivid, rain most of the time of storm; barometer and thermometer but slightly affected. 18th, two thunder storms, viz., from 1 to 3 a.m. and from 7.30 to 12 p.m.; on both occasions the thunder was chiefly distant, but sometimes very loud; flashes incessant, the sky almost continuously illuminated; from 1 to 3 a.m. but a few drops of rain fell at the station, but from 10.30 p.m. to 12 rain pretty constant; barometer and thermometer but slightly affected; some hail with the rain at night, and a few miles to the NE, and in Tyendinaga, the hail stones were of great size, the ripe grain being threshed out in the field, houses unroofed and cattle killed; great quantities of hail also fell in Seymour, Rawdon, &c., and the storm is said to have been very severe at Napanee; the observer reports the storm to have proceeded from NW to SE, and to have taken a narrow range of from one to two miles in breadth; hundreds of dead birds, frogs, &c., found next day in some fields in Rawdon; the most destructive storm for many years in this neighborhood. 27th, distant thunder in morning. 28th, rain from 3.30 to 5 a.m., with much loud thunder and vivid lightning; again from 2 to 3 p.m. heavy rain with distant thunder. Rain also on 1st, 2nd, 13th, 29th, 31st. Spring crops inferior in consequence of want of rain in June, July and August.

CORNWALL.—On 9th, rainbow at 2.30 p.m. 10th, at 1 p.m., surface current NW, velocity 3, clouds moving to SE rapid, and to N slow. Lightning, thunder and rain about midnight of 18th. On 28th, lightning. 30th, hail. Storms of wind on 19th and 31st. Frost in surrounding country, but not in town, on 31st. Rain on 1st, 2nd, 3rd, 9th, 13th, 16th, 17th, 19th, 24th, 28th, 29th, 30th, 31st. Aurora very brilliant on 6th, 21st, 26th, 30th.

GODERICH.—On 8th, lightning. 9th, thunder. 13th and 21st, a dark segment from NE to NW, bordered with an arch of light, no streamers. 17th, about 8 p.m., sudden squall; wind WSW, velocity 7, with continuous sheet lightning in H, N, NW, NE. 18th, (Sunday) at 4 p.m., squall, wind S, with heavy rain and thunder. 28th, at 1 p.m., counter currents of air, N and S. 29th, thunder. Storms of wind 23rd and 28th. Fog on 22nd. Rain on 6th, 9th, 13th, 18th, 23rd, 27th, 28th, 29th, 30th, 31st.

HAMILTON.—On 1st, 2nd and 3rd, lightning with thunder and rain. 6th, lightning with thunder. 17th and 26th, lightning. 27th, thunder. 29th, rainbow at 6.30 p.m., Storms of wind on 1st, 12th, 13th, 15th, 16th, 17th, 19th, 24th, 27th, 31st. Rain on 1st, 2nd, 5th, 6th, 8th, 23rd, 28th, 29th, 31st. Month very dry, not a quarter as much rain as in August, 1866. Grass and trees suffered much.

PEMBROKE.—On 18th and 28th, lightning, thunder, hail and rain. Rainbows on 18th and 30th. Shooting star on 30th, NE, altitude 30°. Storms of wind on 2nd, 10th, 18th, 24th, 30th. Fogs on 7th, 9th, 12th, 27th. Rain on 2nd, 9th, 12th, 13th, 18th, 23rd, 28th, 29th, 30th, 31st.

PETERBOROUGH.—On 1st, silent lightning at West horizon. 6th, lightning at SEH in evening. 7th, falling star observed to descend perpendicularly from SW part of Z, flashing three times. 8th, thunder. 9th, thunder, lightning and rain in evening. 10th, same at 3 a.m. 17th, heavy thunder cloud along WH at 9 p.m., with zigzag lightning occasionally flashing from it; cloud passed to northward. 18th, two thunder storms; one at 12.15 a.m., accompanied by a slight fall of hail in the town—the other at 8.5 p.m.; during the latter shower no hail fell near the town, but a very heavy fall of unusually large hailstones passed westerly, along a strip of country about two miles in width, the southern limit thereof being about three miles north of the town; a reliable farmer in Douro represented some of the hailstones as being  $1\frac{1}{4}$  inches in diameter; all the windows on the western aspect more or less shattered, and all outstanding crops within the influence of the fall demolished; turnips, squashes, apples, &c., were battered and broken. 21st, bright auroral light; fog. 30th, hoar frost in the country reported. 31st, first hoar frost observed; heavy fog. Falling stars observed 28th and 29th. Rain on 1st, 2nd, 5th, 9th, 10th, 13th, 18th, 23rd, 27th, 28th, 29th, 31st.

STRATFORD.—On 1st, lightning, thunder and rain. 6th, thunder. 7th, lightning with thunder. 8th, thunder with rain; rainbow at 4 p.m. 9th, lightning with thunder. 17th, thunder in NW—E from 8 to 10 p.m., with very vivid and frequent lightning. 18th, storm of wind. 23rd, storm of lightning, thunder, hail and rain from 6.30 to 7.30 p.m. Fogs on 3rd, 6th, 7th, 8th, 9th, 14th, 20th, 21st, 22nd, 23rd, 26th, 27th. Frost on 31st. Rain on 1st, 7th, 8th, 13th, 19th, 23rd, 27th, 28th, 29th, 31st.

ST. JOHN, NEW BRUNSWICK.—N. Lat.  $45^{\circ}17'$ . W. Long.  $66^{\circ}4'$ . Height above sea, 135 feet. The following is extracted from a report sent by an observer at this point:—For the month of August, the corrected mean readings of *Barometer*, were, at 8 a.m., 29.990, at 2 p.m., 29.981, at 10 p.m., 29.985, means 29.985. Highest, 30.342 on 26th; lowest, 29.695 on 18th. Range .647. *Temperature*: mean at 6 a.m.  $58^{\circ}10'$ , 10 a.m.  $64^{\circ}10'$ , 2 p.m.  $65^{\circ}67'$ , 6 p.m.  $61^{\circ}80'$ , 10 p.m.  $60^{\circ}3'$ . Highest,  $75^{\circ}$  on 21st; lowest,  $50^{\circ}$  on 1st. Range  $25^{\circ}$ . Greatest daily range,  $20^{\circ}$  on 1st. Warmest day, 16th, mean  $67^{\circ}$ ; coldest, 31st, mean  $56^{\circ}$ . *Tension of Vapour*: mean, at 8 a.m. .482, 2 p.m. .505, 10 p.m. .472, mean .486. *Humidity*: mean at 8 a.m. 88, 2 p.m. 81, 10 p.m. 91, mean 87. *Wind*: E to S W 28 days, and W to NE 3 days; estimated force for 8 a.m. 1.0, 2 p.m. 1.4, 10 p.m. 0.8. *Rain*: 7 days and 8 nights, total fall 6.845. The month was warmer, wetter and foggier than any corresponding one for some years past. August had a very unusual number of foggy days and nights; but yet its mean clouding did not exceed the average, though slightly more than in 1866. At 2 p.m. 9 days were clear, and 15 wholly clouded, and at 10 p.m. 7 nights were clear and 19 wholly clouded. For the same hours 7 days and 12 nights were foggy; against 1 day and 3 nights last year and an average of 4.6 and 7.4. About midnight on the 2nd St. John was visited by a short but sudden and severe gale



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

from the S and SW, accompanied with very heavy rain. This storm appeared to come from the Atlantic, and was felt in 11 counties of this and the adjoining Provinces of Prince Edward Island and Nova Scotia, and did more or less damage in them all. In some places the loss of property was said to be unprecedentedly great, but in this neighbourhood it was confined to the blowing down of a few trees and fences only.

## SEPTEMBER.

BARRIE.—Fogs on 27th and 28th. Slight frost on 30th. Rain on 13th, 20th, 21st. No electrical disturbance during the month.

BELLEVILLE.—On 6th, from 1.15 to 2 p.m., lightning, thunder and rain. Heavy dews with cloudless nights on 2nd, 4th, 5th, 6th, 7th. On 13th, sky cloudless, eclipse of the moon seen to advantage. 18th, a few peals of thunder with occasional lightning began about 4 p.m.; rain from 8.30 to 11 p.m. 20th, about 7.30 p.m., auroral segment and streamers; occasional very heavy dews this week. 25th, from 4.30 to 7 a.m. lightning, with thunder and rain; about 8 p.m., auroral segment. 26th, at 7.30 p.m. auroral segment. Dense fog on mornings of 27th and 28th. 29th, thunder and rain. Frost on 24th. Rain on 1st, 3rd, 4th, 6th, 9th, 10th, 13th, 18th, 20th, 25th, 29th. Month much drier than September, 1866; the rains of May, followed by long drought, occasioned a less than average crop, except in fall wheat and hay, in the townships nearest to Belleville. In the back townships, more rain, with better results.

CORNWALL.—On 3rd, thunder and rain. 9th, lightning, thunder and rain; 21st, a complete and perfectly defined auroral band from NW to SE, visible from about 9 to 12 p.m. Frost on 14th, 15th, 24th. Rain on 1st, 3rd, 4th, 6th, 9th, 12th, 13th, 18th, 20th, 22nd, 25th, 29th.

GODERICH.—On 3rd, thunder and rain. 5th, lightning. 13th, thunder and rain; eclipse of the moon—at 7 p.m., middle of eclipse; 8.39 last contact with shadow; 10.50, last contact with penumbra. 16th, at 5 a.m., two rainbows, NW—SE; very hot. 17th, lightning;—oppressively hot, dampness on the walls. 19th, fog. Rain on 3rd, 6th, 9th, 13th, 16th, 18th.

HAMILTON.—On 5th, lightning. 6th, thunder. 13th, eclipse of the moon. On same evening at 7.30, auroral arch about 40° long, stars visible below the arch, a few streamers, a peculiar cloud in NNE, 20° long, 5° wide, and 10° high, the streamers being behind it; at 7.40 p.m., streamers contracting; a hazy brightness in NW to height of 45°; auroral clouds WNW as high as 60°; streamers almost gone at 7.45. 14th, at 6.55 p.m., auroral arch from W to E horizon; highest point 2° or 3° N of Z, 2° in width, uniform throughout; at 7 p.m. the arch reached Z; an appearance of streamers in E at 40° elevation; part of a smaller arch appeared in E at same time; at 7.12 two other arches appeared in N, one 15° high, the other 35°, these seemed stationary, but at 7.25 the lower disappeared, and afterward the higher. 15th, first change of foliage of hard maple. 28th, leaves of the pollonia crisped with the frost. Frost 24th, 26th, 27th. Storms of wind on 2nd, 3rd, 9th, 12th, 13th, 14th, 18th, 20th, 23rd. Rain on 3rd, 5th, 9th, 11th, 16th, 18th, 20th.

PEMBROKE.—On 6th, heavy thunder, lightning and rain storm, wind 6. 13th, shooting star in N, altitude 30°; eclipse of moon; sky clear; beautiful aurora. 20th, two shooting stars. 21st, two shooting stars; auroral arch 1° in width at Z, from NW to SE. Frost on 2nd, 11th, 16th, 23rd, 30th. Storms of wind, 6th, 10th, 25th, 27th. Fogs, 2nd, 27th. Rain, 1st, 3rd, 6th, 9th, 13th, 16th, 18th, 20th, 25th, 29th.

PETERBOROUGH.—On 2nd and 3rd, silent lightning in the evening. 7th, a few light auroral streamers. 6th, lightning, thunder and rain. 7th, at 7 a.m. and 1 p.m., three separate currents of air simultaneously indicated by the clouds. 17th, lightning; thunder. 18th, lightning, thunder and rain between 1 and 3.30 p.m. 20th, thunder. 25th, lightning, thunder and rain. 29th, thunder and rain. Frost on 2nd, 11th, 14th, 15th, 24th, 27th, 28th. Fogs on 2nd, 11th, 17th, 24th, 28th. Rain on 1st, 3rd, 6th, 9th, 13th, 18th, 20th, 22nd, 25th, 29th. Cloudiness unusually small; weather favourable for farming operations.

SIMCOE.—On 3rd, lightning, thunder and rain. 6th, lightning and thunder. 13th, thunder; lunar eclipse. 14th, at 7.30 p.m., a singular appearance of long streamer-like clouds, radiated from a point near the moon in various directions, chiefly N and W. 16th, lightning and rain; nearly 1½ inches of rain in six hours. 21st, aurora very brilliant at times through the night with streamers extending 20° or 30° degrees from arc. 25th, very beautiful aurora, the most brilliant seen at this station for many months; two splendid arcs from E to NW, the crest of the upper arc some 25° or 30° above the horizon; space between the arcs dark purple, and segment of sky below the lower arc almost black occasionally; streamers darted up from the horizon to the concave of the lower arc, while smaller streamers were seen to radiate from the upper arc towards the pole; the light was a bright yellow. 27th, fog in morning at 6. Rain on 2nd, 13th, 16th, 23rd.

STRATFORD.—On 13th, eclipse of the moon visible; thunder from 6.30 to 7.30 a.m. 14th, ice on sidewalks. 30th, vegetables injured by frost. Frost on 2nd, 11th, 14th, 27th, 30th. Fogs on 3rd, 4th, 5th, 6th, 27th. Rain on 3rd, 9th, 13th, 16th, 18th, 20th.

WINDSOR.—On the 6th and 15th, lightning, thunder and rain. 16th, lightning and thunder. 22nd, three meteors from Z to NH. 29th, storm of wind. Fogs, on 4th, 24th, 27th, 28th. Rain on 3rd, 6th, 9th, 13th, 15th, 18th.

## OCTOBER.

BARRIE.—On 17th, violent squall from NW from 5.30 to 6 p.m. 29th, aurora very bright. Fog on 4th, 23rd, 24th, 25th. Rain on 5th, 9th, 10th, 11th, 22nd, 28th.

TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

BELLEVILLE.—On 2nd, thunder and lightning with rain from 11.30 a.m. to noon; from 7.30 to 9 p.m. brilliant aurora—first the arch appeared, then streamers shot up, occasionally dancing and waving with a tremulous motion. 5th, lightning and heavier thunder with rain from 3 to 5 a.m. 4th, at 9.30 p.m., heavy rain began and continued till about 3 p.m. on 5th, measuring 2.091 inches. During the week ending on 5th, considerable fluctuation of barometer observed. 10th, between 12 and 1 a.m. some loud thunder and vivid lightning with rain. 18th and 19th, dense fog in mornings. 20th, from 1 to 3 a.m. thunder and lightning; the lightning very vivid for a short time; on same day in evening, frequent flashes without thunder. 28th, dense fog in morning. 29th, brightness at north horizon resembling dawn, from 8 to 9 p.m. Rain on 2nd, 4th, 5th, 9th, 10th, 11th, 12th, 22nd. Frequent heavy dews during the month, days being warm and followed by cool and cloudless nights. Crops generally inferior to those of last year.

CORNWALL.—Rain on 2nd, 4th, 5th, 10th, 11th, 17th, 22nd, 23rd.

GODERICH.—On the 19th, lightning. Rain on the 1st, 4th, 9th, 10th, 11th, 14th, 21st, 22nd, 23rd and 29th.

HAMILTON.—On 6th, at 7.40 p.m. a bright meteor in SE fell towards SE, about 30° high. 8th, a very bright meteor at 5 a.m. passed towards the west, the light through observer's window quite distinct, the shadow of a ladder quite perceptible. 19th, lightning in evening in NW. 23rd, ordinary meteor in NNE, 30° high, fell towards NE. Fogs on 20th, 21st, 28th. Gales of wind on 1st, 2nd, 9th, 10th, 12th, 16th, 17th, 20th. Rain on 2nd, 4th, 5th, 9th, 10th, 12th, 21st, 28th. Month remarkable for calmness and freedom from storms of all kinds, the last three weeks especially fine, and reported as Indian summer.

PEMBROKE.—On 2nd, lightning, thunder and rain. 22nd, rainbow. 29th, three shooting stars observed. Storms of wind on 2nd, 5th, 22nd, 31st. Fogs on 1st, 7th, 8th, 18th, 28th, and very dense on 16th and 19th. Snow on 5th and 9th. Rain on 2nd, 5th, 9th, 10th, 11th, 12th, 14th, 17th. Nearly all summer birds have migrated; a few robins seen occasionally. Trees nearly stripped in the last of the month; deer and partridge not very plenty this fall. Month unusually fine. Considerable sickness; colds prevalent and throat disease, with some typhoid fever.

PETERBOROUGH.—On 2nd, strong auroral light over NH at 8 p.m. in large irregular patches—presently streamers appeared, the light being considerably intensified where they sprang from the auroral light near H—the streamers danced and flickered and apparently moved rapidly from side to side; they extended at one time to Z, and formed, together with faint streamers which then for the first time appeared to the southward, a slight corona, which, however faded away in about 12 minutes; before the hour for the next observation, the sky became overcast. 18th, 19th, 20th, 21st, Indian summer. Fogs on 1st, 4th, 8th, 14th, 16th, 18th, 24th, 25th, 26th. Rain on 2nd, 4th, 5th, 9th, 10th, 12th, 13th, 17th, 21st, 28th. Month remarkable for the steadiness and mildness of the weather, as well as the almost total absence of the rains usual in that part of the autumn. The “oldest inhabitant” does not recollect so fine an October in this part of Canada.

SIMCOE.—Fog on 13th. Rain on 1st, 2nd, 5th, 7th, 10th, 11th, 12th, 21st. The month presents nothing calling for remark here except the very delightful weather, and the wide range of barometer.

STRATFORD.—On 2nd, lightning, thunder and rain; at 9 p.m. large lunar halo. 19th, lightning. Indian summer from 16th to 21st, and 24th to 27th. Fogs on 1st, 14th, 16th, 19th, 20th, 24th, 26th. Rain on 2nd, 4th, 5th, 9th, 10th, 11th, 21st. Weather during the month very dry and pleasant.

WINDSOR.—On 1st, first frost of the season, injuring only the more delicate plants. 2nd, lightning, thunder and rain. 7th, meteors from Z to N. 14th, two meteors from Z to NW. 15th, three meteors from Z to SW. 23rd, meteor from N to E. 24th, first ice. Storms of wind on 9th, 16th, 21st, 25th. Fogs on 1st, 4th, 8th, 16th, 18th, 19th, 25th, 28th. Rain on 2nd, 4th, 9th, 11th, 12th, 21st, 30th. Month unusually fine, with considerable barometric variation and high mean temperature.

## NOVEMBER.

BARRIE.—Blew very heavily from NW on 1st and 2nd at noon, changed during night to SE. Very violent and gusty all Sunday, 3rd, with much rain—quite a gale SE on Sunday night with hail and slight snow, first of the season. Hail on 4th. Heavy fog all 22nd, and very heavy on 23rd. Fog also on 24th, 25th. Snow on 6th, 16th, 18th, 19th, 29th, 30th. Rain on 5th.

BELLEVILLE.—Strong gales from noon on 1st to 3 o'clock p.m. on 2nd, particularly between 10 a.m. and 1 p.m. of 2nd; wind S on 1st, and SW and NW on 2nd. Strong gales on night of 3rd and during the greater part of 4th and 5th. From 5th to 8th, temperature below freezing point every night, succeeded by milder weather. A sudden change occurred on 29th, temperature falling from 42° 1 to 4° 3. From 9 p.m. 29th to 2 a.m. 30th wind SW and W very strong, preceded by fall of barometer. Snow 16th, 17th, 19th, 20th. Rain 3rd, 4th, 6th, 24th, 25th, 29th. Month colder and drier than November, 1866.

CORNWALL.—On 4th at 1 p.m. surface current N, 3; nimbi observed moving to SW rapidly, and higher cirro-cumuli, slowly to E. Fog on 25th. Snow on 15th 16th, 19th, 20th, 27th. Rain on 3rd, 5th, 12th, 14th, 22nd, 23rd, 24th, 25th, 26th, 29th.

GODERICH.—On 4th, storm of wind; rainbow NE. Indian summer haze on 20th, 21st, 22nd, 23rd. Snow on 11th, 12th, 29th. Rain on 3rd, 19th, 26th, 28th, 29th. Navigation still open at close of the month—weather unusually good.



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

HAMILTON.—On 3rd at night and following morning the wind in gales, the highest during the year, marked 8. Weather during month very fine, drought still continued. The real Indian summer began on 19th, and continued till evening of 29th, when the change was sudden and extreme; it froze hard that night, some snow fell and at once the rigors of winter set in. The mean temperature of the 29th was 38° 5, and of 30th 16° 5; at same time barometer rose from 29.208 to 29.604. 13th, watched for meteoric shower; till midnight the sky was overcast with cumuli, and a few of them flitted across after that hour; appearance of constellation of Leo carefully observed: at 1.55 a.m. (14th) two meteors fell towards N, at 2 a.m. one towards E; at 2.2 two fell SE; at 2.11 one E; at 2.15 one NE; at 2.18 one NE; at 2.22 one NE; at 2.25 one very bright, rocket-like, NE; at 2.36 one NE very near H; at 3.10 one NW, &c., &c.; at 4 a.m. eight fell at once, and at 4.15 eight more; the shower continued thus till 5 a.m. when the last observed fell. The observer remarks that while all the meteors seen at this station made their appearance beyond the limits usually assigned to the constellation Leo, all seemed to start from a common centre. Storms of wind 1st, 2nd, 5th, 8th, 12th, 16th, 25th, 29th, 30th. Fogs 8th and 25th. Snow 4th, 6th, 17th, 30th. Rain 3rd, 4th, 8th, 9th, 19th.

PEMBROKE.—On 2nd, heavy storm of wind. 5th, lightning in evening. 22nd, at night, vivid lightning with rain and heavy thunder. 29th, at night, fearful storm of wind. Wind storms also on 2nd, 4th, 5th, 13th, 18th, 26th, 30th. Fogs on 22nd, 23rd, 24th, 25th. Snow on 3rd, 5th, 15th, 16th, 17th, 20th, 26th, 29th, 30th. Rain on 1st, 2nd, 3rd, 4th, 9th, 21st, 22nd, 23rd, 24th, 27th. Steamboat's last trip on lake on 30th. Water unusually scarce through the country, being very low in streams and wells. Sleighing not very good, but passable during latter part of the month.

PETERBOROUGH.—On 5th, from 7.25 p.m. till 8.50 p.m., occasional flurries of snow with very high winds, force 8; at 7.20 and 8.45 p.m. bright flashes of silent lightning at SE from heavy clouds which had passed along to the southward. 13th and 14th, sky overcast both nights, so that no observation could be made as to predicted meteoric shower. 14th, blew heavily during afternoon, beginning at 1 p.m. 19th, many of the large lakes frozen over. 22nd and 23rd, Indian summer. Storms of wind 1st, 2nd, 4th, 5th, 14th, 29th. Fogs on 22nd, 23rd, 25th. Snow on 4th, 5th, 6th, 15th, 16th, 20th, 29th. Rain on 3rd 4th, 9th, 23rd, 24th, 25th, 29th. Great scarcity of water all over the country; wells generally dry, owing to the failure of ordinary fall rains. First half of month unusually mild; the whole month unusually cloudy.

SIMCOE.—On 3rd, very high wind from SW at night, doing some damage to fences, &c; night of 13th and morning of 14th, the cloudiness of the sky rendered a good observation of meteors impossible, but from 2 a.m. till 2.30 twenty-six were seen, starting from a point in the constellation Leo, and taking a north-westerly direction, disappearing at a point about 30° from the NW horizon; they all had apparently the same point of departure, took the same direction, and disappeared at the same, or nearly the same spot; three or four were very brilliant, and one especially illuminated the ground under it, making a bright yellow path—this seemed much lower than the others; at 2.30 the sky became clouded, and no more were seen. Snow on 4th, 6th, 12th, 14th, 16th. Rain on 8th, 24th, 25th, 26th, 27th, 28th, 29th. Weather this month very beautiful, and Indian summer strongly marked. A number of autumn flowers in bloom in the gardens till nearly the end of the month; *leontodon* quite plentiful up to the 25th. Extremely dry; many farmers in some of the townships have to drive their stock three and four miles to water; the marshes dry at a season when they are ordinarily full.

STRATFORD.—3rd, lightning, thunder and rain. 4th, snow—first of season. 13th and 14th, meteoric shower not visible at this station on account of the cloudy state of the sky. 18th, mill pond frozen, first time this season; free from ice again on 24th. Indian summer 20th, 21st, 22nd, 23rd, 24th, 29th, storm of wind and snow began at 2.15 p.m. and continued till 6 p.m. of 30th. Storms of wind also on 1st, 2nd, 3rd, 8th, 10th, 15th, 16th. Fogs on 21st, 22nd, 23rd, 24th. Snow on 4th, 5th, 6th, 11th, 12th, 17th, 18th, 29th, 30th. Rain on 3rd, 9th, 22nd, 24th, 25th, 29th.

WINDSOR.—On 3rd, at night, severest wind storm of the month; wind reached a velocity of 8 or 9; it fell towards morning to 2, but blew in occasional gusts on 4th, and rose again on 5th to 6th and 7th. On 4th at 10 p.m. meteor fell from Z to N; and on 9th at 8 p.m. from Z to W. 6th, lunar halo about 8 p.m. 10th, larkspur, mignonette, verbenas, and a number of other flowers still in bloom in open ground. 13th, prismatic lunar halo. The observer watched for the meteoric shower, but the sky was very unfavourable and no meteors were seen till about 4 a.m. (14th), when about sixty were observed during one hour; at Ann Arbour, about 40 miles distant, some thousands were observed during the same space of time. Storms of wind on 1st, 5th, 8th, 9th, 14th, 15th, 16th, 25th. Fogs on 21st, 22nd, 23rd. Snow on 30th. Rain on 3rd, 8th, 24th, 25th, 27th, 29th. Month remarkably fine and dry; somewhat windy, but on the whole very pleasant.

## D E C E M B E R .

BARRIE.—On 6th, very violent storm during night from N and NE, continuous snow from evening of 6th to evening of 8th. 18th, hail. 21st, hailstorm and violent wind at night. 27th, very heavy storm of wind for about 30 minutes at night. Snow on 3rd, 7th, 8th, 17th, 18th, 19th, 20th, 24th, 25th, 26th, 30th. Rain on 24th, 25th, 26th. Minimum temp. 12th,—16° 8, 13th,—27° 6, 14th,—7° 1, 19th,—7° 1, 31st,—10° 1.

BELLEVILLE.—On 6th, very strong gale during night from West. Storm of wind on 7th. 18th, shock of an earthquake about 3 a.m.; those who felt it report the sound as if waggons were passing rapidly through the streets; no damage done, so far as ascertained. 21st, a higher daily range of barometer than is noted in table occurred between 9 p.m. of 21st and 1 p.m. of 22nd (Sunday), a fall of .844. 22nd, very strong



TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

gales from about 8 p.m. to about 9 a.m. 23rd. Strong winds also prevailed on 25th and 27th. Snow on 2nd, 3rd, 5th, 6th, 7th, 9th, 10th, 11th, 20th, 21st, 22nd. Rain on 6th, 22nd, 25th, 26th, 27th. Minimum temp. 9th,  $-9^{\circ}.1$ ; 12th,  $-14^{\circ}.4$ ; 13th,  $-14^{\circ}.5$ ; 14th,  $-10^{\circ}.2$ ; 19th,  $-10^{\circ}.6$ .

CORNWALL.—On 18th, comparatively severe shock of an earthquake here about 3 a.m. or a few minutes after; the quake seemed to proceed from NW to NE, and continued probably from 20 to 30 seconds; the noise resembled the rushing of a railway train in rapid motion, so much so that the G. T. R. employes hurried out, imagining that an unexpected train had run into some of the station buildings; the tremulous motion of the earth was terrific for a few moments, beds, tables, chairs and other movable furniture shook violently; as soon as possible after the shock, the observer read the barometer and thermometer, but no variation was remarked worth noticing. Fog on 13th, 14th. Snow on 5th, 24th, 25th, 28th, 29th. Rain on 6th, 22nd, 25th, 26th, 27th. Minimum temp. 9th,  $-12^{\circ}.7$ ; 11th,  $-12^{\circ}.7$ ; 12th,  $-17^{\circ}.7$ ; 13th,  $-17^{\circ}.7$ ; 14th,  $-16^{\circ}.7$ ; 16th,  $-9^{\circ}.7$ ; 18th,  $-9^{\circ}$ ; 19th,  $-13^{\circ}$ ; 20th,  $-14^{\circ}.2$ .

ST. JOHN, N.B.—Lat.  $45^{\circ}.17$ . W. Long.  $66^{\circ}.4$ . Height above sea. 135 feet. Extracts from reports sent by an observer for the last four months of 1867:—

Barometer :	September.	October.	November.	December.
8 a.m. ....	30.063	29.977	29.870	29.902
2 p.m. ....	30.024	29.964	29.840	29.883
10 p.m. ....	30.027	29.968	29.860	29.892
Mean .....	30.038	29.970	29.857	29.893
Highest .....	30.43 (8th)	30.453 (25th)	30.31 (22nd)	30.460 (20th)
Lowest .....	29.464 (30th)	29.426 (3rd)	29.047	29.17 (7th)
Range .....	.966	1.027	1.263	1.29
<i>Temperature :</i>				
6 a.m. ....	50 $^{\circ}$ .70	40 $^{\circ}$ .20	32 $^{\circ}$ .30	12 $^{\circ}$ .77
10 a.m. ....	57 $^{\circ}$ .10	46 $^{\circ}$ .55	35 $^{\circ}$ .60	15 $^{\circ}$ .50
2 p.m. ....	60 $^{\circ}$ .0	50 $^{\circ}$ .55	37 $^{\circ}$ .57	18 $^{\circ}$ .38
6 p.m. ....	56 $^{\circ}$ .23	46 $^{\circ}$ .87	36 $^{\circ}$ .20	17 $^{\circ}$ .77
10 p.m. ....	53 $^{\circ}$ .83	43 $^{\circ}$ .26	32 $^{\circ}$ .97	15 $^{\circ}$ .23
Highest .....	68 $^{\circ}$ .0 (9th)	61 $^{\circ}$ .0 (2nd)	56 $^{\circ}$ .0 (4th)	41 $^{\circ}$ .0 (26th)
Lowest .....	36 $^{\circ}$ .0 (24th)	28 $^{\circ}$ .0 (26th)	10 $^{\circ}$ .0 (20th)	12 $^{\circ}$ .0 (9th)
Range .....	32 $^{\circ}$ .0	23 $^{\circ}$ .0	46 $^{\circ}$ .0	53 $^{\circ}$ .0
Great dy. range .....	31 $^{\circ}$ .0 (8-24th)	25 $^{\circ}$ .0	38 $^{\circ}$ .0 (30th)	36 $^{\circ}$ .0 (20th)
Least dy. range .....	2 $^{\circ}$ .0	3 $^{\circ}$ .0		
Warmest day .....		22nd, (52 $^{\circ}$ .7)	11th, (47 $^{\circ}$ .0)	26th, (35 $^{\circ}$ .7)
Coldest day .....		25th, (35 $^{\circ}$ .)	19th, (17 $^{\circ}$ .0)	9th, (6 $^{\circ}$ .0)
<i>Tension of Vapour :</i>				
8 a.m. ....	.350	.238	.175	.073
2 p.m. ....	.388	.278	.195	.084
10 p.m. ....	.360	.250	.175	.083
Mean .....	.366	.225	.182	.080
<i>Humidity :</i>				
8 a.m. ....	84	82	90	72
2 p.m. ....	76	77	78	70
10 p.m. ....	85	85	81	77
Mean .....	81	82	83	71
Rain or snow .....	3 d., 6 nights 1.255 inches	6 d., 6 nights. 6.2 inches.	11 d., 14 nights. 5.470 inches.	6 d., 12 nights. 5.090 inches.

In *September*, the wind was E to W 22 days, and W to NE 8 days; heavy southerly gale on 25th, and very severe northerly one on 30th. In *October*, wind E to SW 13 days, and W to NE 18 days; very heavy southerly gale in night of 5th. In *November*, 14 days southerly and 16 days northerly; heavy gales 2nd, 3rd, 30th. *December*, heavy gales 6th, 26th, 27th. Wind W to NE 18 days, S 1 day, and SE 2 days. This was a month of unusual severity, its monthly mean temp.  $10^{\circ}.5$  lower than 1866, and  $63.9$  lower than average, and  $33.5$  lower than the lowest since 1850. The oscillations were as remarkable as the lowness of temperature.

GODERICH.—On 4th, navigation closed; steamer "Silver Spray's" last trip—came into harbour to-day. Storms of wind on 6th, 21st, 23rd. Fog on 27th. Snow on 3rd, 4th, 5th, 7th, 10th, 11th, 18th, 21st, 22nd, (Sunday). 24th, 27th, 28th, 31st. Rain on 20th, 21st, 22nd (Sunday), 23rd, 25th, 27th. Minimum temp. 12th,  $-5^{\circ}$ ; 13th,  $-113.6$ ; 14th,  $-1^{\circ}.8$ .

TABLE K.—METEOROLOGICAL OBSERVATIONS, 1867.—*Continued.*REMARKS.—*Continued.*

HAMILTON.—On 6th, hail; violent gales at night, throwing down fences, verandahs, trees and chimneys. 12th and 13th, another violent storm of wind and snow from North, intensely cold and bleak, continuing, with two slight intermissions, nearly forty-eight hours; the barometer gave no indication of the approach of the storm, nor did it fall to any extent during its continuance. The third week much milder. 21st, storm of thunder, lightning and rain at night. 25th, fog. 27th, storm of lightning, thunder and rain at night. Storms of wind 2nd, 3rd, 5th, 6th, 7th, 12th, 13th, 20th, 21st, 23rd, 24th, 25th, 26th, 28th. The gales during this autumn have been most frequent in the night, between 8 p.m. and 6 a.m. Snow on each day from 1st to 3rd, 5th to 8th, 10th to 13th, 19th, 20th, 21st, 24th, 25th, 31st. Rain on 6th, 20th, 21st, 25th, 26th, 27th. Season since May very dry. Observer considers Indian summer to have continued from 14th October to 29th November. Minimum temp. 9th,—53.9; 12th,—98.9; 13th,—78.9; 19th,—78.9.

PEMBROKE.—On 6th, unusual storm of wind during night; changes in temperature very sudden, also in barometric pressure. 13th, shooting star. Wind storms 7th, 23rd, 26th. Snow on 1st, 2nd, 9th, 17th, 20th, 21st, 28th, 29th. Rain on 6th, 22nd, 25th, 27th. Lake frozen on 1st, good sleighing. Health tolerably good, but some pulmonary disease. Minimum temp. 2nd,—12.3; 4th,—15.5; 9th,—22.5; 10th,—10°; 11th,—16.8; 12th,—25.3; 13th,—24.5; 14th,—27.5; 16th,—21.8; 18th,—10°; 19th,—27°; 20th,—7°; 30th,—21°; 31st,—22.5.

PETERBORO'.—On 6th, heavy shower of hail from 7.15 p.m. till 7.30 p.m., with very high wind, force 8. 7th, blew hard all night and early morning. 21st, very high wind occasionally from E. 26th, wind storm. Fog on 14th. Snow on 2nd, 5th, 6th, 8th, 9th, 10th, 15th, 17th, and each day from 20th to 25th, 28th to 30th. Rain on 6th, 17th, 22nd, 25th, 26th, 27th. Weather set in permanently on 1st, and generally steady during month, barometer fluctuating a good deal. The thermometric range the highest yet observed in any month at Peterboro'. Minimum temp. 9th,—13°; 12th,—15.9; 13th,—15.3; 14th,—16.9; 19th,—23.8; 30th,—7.4; 31st,—13.3.

SIMCOE.—On 6th and 7th, very violent winds, doing considerable damage to fences, &c. 5th, lunar halo, 30° in diameter. 11th, solar halo, diameter 40° in afternoon. 25th, lightning, thunder and rain at night, and again on 27th at 2 a.m.; lightning very vivid. Fogs on 17th, 20th, 21st. Snow on 2nd, 3rd, 5th, 6th, 7th, 9th, 12th, 14th, 16th, 19th, 30th, 31st. Rain on 22nd, 25th, 26th, 27th. Minimum temp. 12th,—5°; 13th,—7°; 19th,—11°.

STRATFORD.—On 1st, mill pond frozen—second time. 10th, large lunar halo at 9 p.m. Storms of wind 6th, 7th, 8th, 12th, 21st, 22nd, 23rd, 25th; these storms presented no peculiarities different from those generally present in winter storms. Fogs on 17th, 20th, 27th. Snow on each day from 3rd to 10th, 20th, 21st, 23rd. Rain on 21st, 22nd, 25th, 27th. Minimum temp., 12th,—5.4; 13th,—10.4; 19th,—58.7.

WINDSOR.—On 6th, hail—also on 21st. Storms of wind on 6th, 11th, 12th, 25th. Snow on 2nd, 5th, 7th, 11th, 16th, 19th, 21st, 31st. Rain on 21st, 24th, 25th, 27th. Month remarkable for sudden barometric changes. Sky exceedingly cloudy, with comparatively slight fall of rain and snow. In instances during the month the temperature changed very suddenly. Minimum temp. 12th, 5°.5; 13th,—10°.5; 19th,—6°.0.

TABLE L.—THE NORMAL SCHOOL FOR ONTARIO, 1867.

## ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &amp;c.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	APPLICANTS FOR ADMISSION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 36th Session, inclusive .....	5459	2939	2520	578	304	274	4881	2635	2246	2474	1759	715
Thirty-seventh Session, 1867 .....	134	38	96	13	2	11	121	36	85	52	25	27
Thirty-eighth Session, 1867 .....	143	60	83	11	5	6	132	55	77	70	42	28
Grand Total.....	5736	3037	2699	602	311	291	5134*	2726	2408	2596	1826	770

## ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &amp;c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			WHO LEFT.			WHO RECEIVED PROVINCIAL CERTIFICATES.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 36th Session, inclusive ..	1615	708	907	904	556	348	285	213	72
Thirty-seventh Session, 1867 .....	50	6	44	35	14	21	3	1	2
Thirty-eighth Session, 1867 .....	58	17	41	36	19	17	2	1	1
Grand Total.....	1723	731	992	975	589	386	290	215	75
							2393	1241	1152
							72	19	53
							80	34	46
							2545	1294†	1251

\*Of this number 49 were admitted by fees, 420 received "Certificates of Standing in Class," from the Masters, before Provincial Certificates were issued, and 2,194 received weekly aid, amounting to \$44,369.50. But of the whole number of admissions, a very large proportion have attended two or three sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true, in a lesser degree, of the Provincial Certificates in the aggregate of the last triple column.† For the number of these actually valid on the 31st of December, 1867, see Appendix, of which a considerable number have lapsed by deaths, and become otherwise unavailable by removals, &c.



TABLE L.—THE NORMAL SCHOOL FOR ONTARIO, 1867.—Continued.

## ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Glengarry.		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Greenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Addington.		Lennox.		Prince Edward	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.
From the 1st to the 36th Session, inclusive.....	35 17	18 39	25 14	22 19	3 21	13 8	15 9	6 66	58 8	39 30	2 1	1 1	2 1	1 1	3 2	1 1	3 3	2 1	14 12	2 47	21 26	31 26	5 24	16 8	110 94	16 1	110 94	16
Thirty-seventh Session, 1867.....	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1
Thirty-eighth Session, 1867.....	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1
Grand Total.....	36 18	18 39	25 14	23 19	4 22	13 9	15 9	6 68	59 9	41 31	10 61	36 25	36 85	11 14	12 2	47 21	26 32	26 6	25 16	9 110	94 16	16 1	110 94	16 1	110 94	16	16	16

## ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Hastings.		Northumber- land.		Durham.		Peterboro'.		Victoria.		Ontario.		York.		Peel.		Simcoe.		Halton.		Wentworth.		Brant.		Lincoln.		Welland.	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.
From the 1st to the 36th Ses- sion, inclusive.....	69 61	8 75	59 16	178 131	47 33	26 7	34 30	4 215	140 75	1546 544	1002 159	121 38	95 68	27 132	61 71	272 73	200 125	61 64	108 54	54 131	68 63	1 1	1 1	1 1	1 1	1 1	1 1	1 1
Thirty-seventh Session, 1867.....	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2
Thirty-eighth Session, 1867.....	4 3	1 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2
Grand Total.....	73 64	9 79	59 20	191 135	56 36	29 7	38 30	8 222	144 73	1628 556	1072 165	123 42	100 72	28 136	61 75	297 75	222 128	64 64	114 158	56 132	69 63	1 1	1 1	1 1	1 1	1 1	1 1	1 1

TABLE L.—THE NORMAL SCHOOL FOR ONTARIO, 1867.—*Concluded.*

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Grey.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Essex.		Grand Total.															
	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.														
From the 1st to 36th Session, inclusive...	69	42	27	80	49	31	160	95	65	47	35	12	104	64	40	30	14	16	76	57	19	64	54	10	31	25	6	240	127	113	82	61	21	54	27	27	46	26	20	18	10	8	4881	
Thirty-seventh Session, 1867.....	1	1	1	4	4	3	3	4	3	1	2	2	2	2	1	1	1	1	5	1	4	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	121	
Thirty-eighth Session, 1867.....	1	1	1	3	3	2	5	5	4	3	3	3	3	2	1	1	1	1	6	3	3	3	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	132
Grand Total.....	70	42	28	87	50	37	166	96	70	56	43	13	112	71	41	33	17	16	82	60	22	66	55	11	33	26	7	251	131	120	87	65	22	56	29	27	49	28	21	18	10	8	5134	

\*See Note to Abstract No. 1, p. 140.

ABSTRACT No. 3.—RELIGIOUS PERSUASIONS OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.		Total No. of Students admitted.		Church of England.		Roman Cath- olic.		Presbyterian		Methodist.		Baptist.		Congregati- onal		Lutheran.		Quaker.		Universalist		Unitarian.		Disciples.		Other Per- suasions.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		Total.	Male.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
From the 1st to the Thirty-sixth Session, inclusive .....		4881	2634	2247	832	403	429	215	100	115	1341	745	596	1704	929	775	394	233	161	206	79	127	3	3	39	31	8	4	4	...	7	4	3	25	12	13	111	91	20																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
Thirty-seventh Session, 1867 .....		121	36	85	19	4	15	6	...	6	34	12	22	54	18	36	5	...	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Thirty-eighth Session, 1867 .....		132	55	77	26	10	16	8	2	6	37	18	19	41	18	23	9	3	6	4	...	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

\*See Note to Abstract No. 1, p. 140.





TABLE N.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

## THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR 1867.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			Total number of Volumes supplied in 1867.	No. of Volumes taken out during the year.	No. of separate applications for books during the year.
	Amount of Local Appropriation for 1867.	Amount of Legislative Apportionment for 1867.	Value of Books sent in 1867.			
	\$ cts.	\$ cts.	\$ cts.			
<i>Glengarry</i> : Charlottenburgh, No. 12.....	19 00	19 00	38 00	61	300	Not reported.
<i>Stormont</i> : Williamstown Grammar School.....	39 00	39 00	78 00	107		
<i>Precott</i> : Roxborough, No. 6.....	20 61	20 61	41 22	81	374	366
<i>Leeds</i> : Plantagenet South, Township.....	49 75	49 75	99 50	169		
<i>Frontenac</i> : Leeds and Lansdowne Front, No. 16.....	30 00	30 00	60 00	80		
<i>Addington</i> : Kingston, " 15.....	40 00	40 00	80 00	108	20	
<i>Prince Edward</i> : Ernestown, " 20.....	15 00	15 00	30 00	62	66	
<i>Hastings</i> : Marysburgh, " 4.....	5 00	5 00	10 00	39		
<i>Peterborough</i> : Sidney, " 20.....	18 00	18 00	36 00	56		
<i>Dysart</i> , " 1.....	6 00	6 00	12 00	31	21	21
<i>Ontario</i> : Thorah, Township.....	20 00	20 00	40 00	43		
<i>York</i> : Uxbridge, U. S.....	22 00	22 00	44 00	113		
<i>Markham Grammar School</i> .....	53 00	53 00	106 00	21		
<i>Vaughan</i> , No. 10.....	10 42	10 42	20 84	31	440	41
<i>Simcoe</i> : Mono, " 6.....	28 18½	28 18½	56 37	161		
<i>Nottawasaga</i> , " 11.....	47 23	47 23	94 46	108	100	52
<i>Orillia</i> , " 3.....	8 00	8 00	16 00	22	2000	
<i>Toronto</i> , " 3.....	10 00	10 00	20 00	20		
<i>Halton</i> : Esqueving, " 5.....	15 00	15 00	30 00	69	175	110
<i>Do</i> , " 12.....	37 00	37 00	74 00	65	2022	152
<i>Trafalgar</i> , " 15.....	14 75	14 75	29 50	43		

<i>Wentworth:</i>	Ancaster and Flamboro' W., U. S. S. No. 3.....	20 00	20 00	40 00	76	70	.....
<i>Brant:</i>	Burford, No 16.....	27 28	27 28	54 56	96	.....	.....
	Do " 20.....	25 00	25 00	50 00	65	15	15
	U. S. S., " 14.....	10 00	10 00	20 00	24	90	23
<i>Lincoln:</i>	Dumfries South, " 3.....	30 00	30 00	60 00	87	.....	.....
	Caistor, " 10.....	50 00	50 00	100 00	148	205	48
<i>Welland:</i>	Grimsby, " 7.....	15 00	15 00	30 00	43	34	34
<i>Norfolk:</i>	Stamford, " 2.....	40 00	40 00	80 00	127	.....	.....
	Charlottetown, " 7.....	35 00	35 00	70 00	98	.....	.....
<i>Oxford:</i>	Middleton, " 5.....	26 16	26 16	52 32	97	80	.....
<i>Wellington:</i>	Oxford North, " 8.....	35 04	35 04	70 08	106	.....	.....
	Erin, " 2.....	15 00	15 00	30 00	32	.....	.....
	Guelph, " 4.....	20 00	20 00	40 00	88	26	26
	Do " 8.....	10 00	10 00	20 00	27	135	31
	Minto, " 7.....	50 00	50 00	100 00	185	887	500
	U. S. S., " 14.....	20 00	20 00	40 00	69	.....	.....
	Feel, " 1.....	35 00	35 00	70 00	97	90	240
	Pushinch, " 6.....	17 00	17 00	34 00	78	668	100
	Do " 5.....	10 00	10 00	20 00	44	97	97
<i>Grey:</i>	Collingwood, " 9.....	10 00	10 00	20 00	32	80	80
	Do " 9.....	10 00	10 00	20 00	24	.....	.....
	Egremont, " 4.....	13 00	13 00	26 00	83	82	900
	Osprey, " 5.....	20 00	20 00	40 00	57	.....	.....
	Sullivan, " 7.....	10 00	10 00	20 00	27	130	68
<i>Perth:</i>	Elma, " 6.....	40 00	40 00	80 00	96	.....	.....
<i>Huron:</i>	Colborne, " 5.....	50 00	50 00	100 00	143	217	447
	Hay, Township, No. 5.....	20 00	20 00	40 00	60	.....	.....
<i>Bruce:</i>	Turnberry, " 10.....	6 00	6 00	12 00	39	.....	.....
	Arran, " 4.....	5 00	5 00	10 00	17	35	15
	Brant, " 9.....	15 00	15 00	30 00	79	.....	.....
	Culross, " 1.....	10 00	10 00	20 00	29	583	383
	Huron, " 7.....	10 00	10 00	20 00	23	.....	.....
	Do " 9.....	5 00	5 00	10 00	18	90	.....
	Do " 1.....	40 00	40 00	80 00	143	50	65
	Kincardine, " 6.....	20 00	20 00	40 00	68	68	.....
	Do " 5.....	5 00	5 00	10 00	18	105	192
<i>Middlesex:</i>	Metcalfe, " 6.....	13 00	13 00	26 00	50	.....	.....
	Nissouri West, " 7.....	10 00	10 00	20 00	27	140	33
	Westminster, " 7.....	10 00	10 00	20 00	27	.....	.....

TABLE N.—STATEMENT No. 1.—The Free Public Libraries of Ontario.—Continued.

## THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR 1867.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.		MONEYS.			Total number of Volumes supplied in 1867.	No. of Volumes taken out during the year.	No. of separate applications for books during the year.
		Amount of Local Appropriation for 1867.	Amount of Legislative Ap- portionment for 1867.	Value of Books sent in 1867.			
<i>Kent:</i>	Harwich,	\$ cts. 20 00	\$ cts. 20 00	\$ cts. 40 00	71	100	30
<i>Cities:</i>	Hamilton,	14 25	14 25	28 50	5		
	Kingston,	139 48	139 48	278 96	702		
	Do.	94 94	94 94	189 88	180		
	Provincial Penitentiary						
<i>Towns:</i>	Belleville,	9 00	9 00	18 00	38		
	Brantford,	24 87	24 87	49 74	57		
	Woodstock,	25 00	25 00	50 00	83		
<i>Villages:</i>	Fergus,	15 45	15 45	30 90	43		
	Port Erie,	27 00	27 00	54 00	94		
	New Edinburgh,	22 00	22 00	44 00	61		
	Total	\$1702 41½	\$1702 41½	\$3404 83	5426		



TABLE N.—STATEMENT No. 2.—The Free Public Libraries of Ontario.—Continued.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT.										OTHER PUBLIC LIBRARIES.				TOTAL.	
	MONEYS.					No. of libraries, exclusive of sub-divisions.	Total number of volumes in libraries.	Miscellaneous.		Sunday School Libraries.		Other Public Libraries.				
	Amount of local ap-propriation for 1867.	Amount of legisla-tive appor-tion-ment for 1867.	Value of books sent in 1867.		Value of books sent in former years.			Total value of books sent.	No. of volumes taken out during the year.	No. of separate applications for books during the year.	Libraries.	Volumes.	Libraries.	Volumes.		
			\$	cts.	\$											cts.
Glengarry.....	58 00	58 00	116 00	234 70	350 70	3	650	400	41	9	1090	.....	.....	12	1740	
Stormont.....	20 61	20 61	41 22	560 00	601 22	4	1225	374	366	15	1480	2	310	21	3015	
Dundas.....	49 75	49 75	99 50	800 00	800 00	4	1401	15	5	25	2133	1	82	30	3616	
Prescott.....	49 75	49 75	99 50	931 56	1031 06	5	1988	not re-ported.	6	26	3676	3	1650	34	7314	
Russell.....	30 00	30 00	60 00	652 37	652 37	4	1270	136	6	10	900	1	800	15	2970	
Carleton.....	30 00	30 00	60 00	1973 02	1973 02	15	4009	76	27	29	3478	2	180	44	7667	
Grenville.....	30 00	30 00	60 00	876 00	876 00	5	1809	76	27	29	3924	1	579	35	6312	
Leeds.....	30 00	30 00	60 00	1079 10	1139 10	19	2212	35	19	69	6567	3	350	91	9129	
Lennox.....	30 00	30 00	60 00	4357 80	4357 80	38	8819	3169	1400	56	7000	30	5500	124	21319	
Lenark.....	40 00	40 00	80 00	1563 72	1563 72	18	2950	1465	323	29	2136	3	850	50	5936	
Renfrew.....	15 00	15 00	30 00	574 77	654 77	7	1296	40	10	30	3683	3	950	40	5929	
Frontenac.....	5 00	5 00	10 00	400 00	430 00	2	692	216	2	25	4153	2	630	29	5475	
Addington.....	5 00	5 00	10 00	720 00	720 00	2	1556	120	1	14	1282	4	350	20	3188	
Lennox.....	18 00	18 00	36 00	1227 60	1237 60	11	2303	99	71	38	4361	3	900	52	7564	
Prince Edward.....	18 00	18 00	36 00	2775 84	2811 84	21	5336	35	100	41	4462	3	957	65	10755	
Hastings.....	6 00	6 00	12 00	4206 26	4206 26	32	8614	896	328	78	9471	6	2580	116	20665	
Northumberland.....	6 00	6 00	12 00	1246 57	1246 57	19	2971	848	205	57	7393	3	450	79	10814	
Durham.....	6 00	6 00	12 00	3301 56	3313 56	24	6842	71	61	29	3150	6	1319	59	11361	
Peterborough.....	42 00	42 00	84 00	570 24	570 24	45	3429	1259	866	26	2275	3	360	74	6064	
Victoria.....	42 00	42 00	84 00	4695 12	4779 12	27	8305	4224	2509	46	8286	6	2900	79	19491	
Ontario.....	63 42	63 42	126 84	8423 54	8550 38	71	14958	6428	2775	95	12513	23	5645	189	33116	
York.....	93 41½	93 41½	186 83	4613 66	4613 66	52	8149	3197	1019	39	6828	3	680	94	15657	
Peel.....	66 75	66 75	133 50	3777 02	3963 85	40	7202	4266	949	45	5911	7	2156	92	16269	
Simcoe.....	20 00	20 00	40 00	1150 34	1283 84	14	1988	3183	899	33	7630	11	3126	58	12744	
Halton.....	62 28	62 28	124 56	1730 00	1770 00	14	3569	1145	600	53	8500	9	2366	76	14435	
Wentworth.....	80 00	80 00	160 00	847 24	971 80	14	2245	774	585	47	6794	3	2276	64	11315	
Brant.....	15 00	15 00	30 00	2474 50	2634 50	23	4524	834	286	41	5427	3	2700	67	12651	
Lincoln.....	75 00	75 00	150 00	934 00	964 00	12	1913	139	127	51	6995	4	1516	67	10424	
Welland.....	75 00	75 00	150 00	3201 10	3201 10	33	5595	455	238	46	4908	3	2370	82	12873	
Haldimand.....	75 00	75 00	150 00	1040 36	1190 36	15	2113	280	269	66	6831	5	1200	86	10144	
Norfolk.....	75 00	75 00	150 00	1040 36	1190 36	15	2113	280	269	66	6831	5	1200	86	10144	



TABLE N.—STATEMENT No. 3.—The Free Public Libraries of Ontario.—*Concluded.*

The following is a statement of the number and classification of Public Library and Prize Books sent out from the Depository of the Ontario Educational Department, from 1853 to 1867, inclusive.

Number of volumes sent out during the years	Total Volumes of Library Books.	History.	Zoology and Physiol- ogy.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chem- istry.	Practical Agriculture	Literature.	Voyages.	Biography.	Tales and Sketches— Practical Life.	Teacher's Library.	Prize Books.	Grand Total Library and Prize Books.
1853.....	21922	4158	1602	287	906	526	234	940	132	132	807	2694	1141	2917	5178	208	.....	21922
1854.....	66711	10633	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	578	.....	66711
1855.....	28659	5475	2053	318	558	663	200	1808	207	76	1452	3361	2926	3081	6049	432	.....	28659
1856.....	13669	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	238	.....	13669
1857.....	29833	5295	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	244	.....	32390
1858.....	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	84	.....	15632
1859.....	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1137	2401	172	.....	21397
1860.....	9072	1561	475	144	293	200	100	526	61	17	339	852	797	1115	2520	142	.....	29266
1861.....	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	117	.....	33419
1862.....	5999	927	244	45	99	43	75	211	45	24	165	412	661	880	1706	112	.....	35359
1863.....	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	112	.....	39164
1864.....	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	57	.....	33742
1865.....	3882	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	58	.....	44301
1866.....	6856	1144	217	56	125	81	55	282	26	19	291	652	776	784	2200	148	.....	58871
1867.....	5426	1003	125	20	78	65	15	189	7	.....	118	524	595	650	1971	66	.....	69529
Totals.....	224647	39074	14631	2693	5858	4566	1963	12603	1482	775	9139	21852	18311	25749	63163	2788	333422	558069

Deduct Volumes returned for exchange, &c. ....

616

Volumes sent to Mechanics' Institutes, &c., not included in the above. ....

557453

8722

Grand Total, Library and Prize Books, despatched up to 31st December, 1867. ....

566175



TABLE O.—The Grammar and Common Schools of Ontario,

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES  
BY THE EDUCATIONAL DEPARTMENT, DURING THE YEAR.

COUNTIES.	MONEYS.			MAPS OF:										APPARATUS.			Object Lessons, other Lessons, in sheets.	Prize Books
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Sets of Apparatus.	Other School Apparatus, pieces.		
Glengarry .....	188 00	cts. \$	cts. \$	1	1	1	1	1	1	3	2	1	1	1	1	1	22	779
Stormont .....	45 00	45 00	90 00	1	1	1	1	1	1	3	2	1	1	1	1	1	32	180
Dundas .....	10 00	10 00	20 00	1	1	1	1	1	1	1	1	1	1	1	1	1	44	50
Prescott .....	82 50	82 50	165 00	3	3	3	3	3	3	3	4	7	3	2	2	4	18	150
Russell .....	15 40	15 40	30 80	1	1	1	1	1	1	2	2	3	2	3	3	1	81	947
Carleton .....	192 05	192 05	384 10	4	4	4	4	4	4	4	2	3	3	1	1	1	125	125
Grenville .....	64 76	64 76	129 52	1	1	1	1	1	1	2	2	3	3	3	3	1	947	947
Leeds .....	145 99	145 99	291 98	4	4	4	4	4	4	2	2	3	3	1	1	1	277	277
Lanark .....	207 70	207 70	415 40	4	4	4	4	4	4	3	3	1	1	1	1	1	126	663
Renfrew .....	76 25	76 25	152 50	2	2	2	2	2	2	1	1	1	1	1	1	1	38	1237
Frontenac .....	114 18	114 18	228 36	9	9	9	9	9	9	5	2	1	1	1	1	1	20	296
Addington .....	126 20	126 20	252 40	3	3	3	3	3	3	6	2	1	1	1	1	1	36	501
Lennox .....	101 00	101 00	202 00	1	1	1	1	1	1	3	2	2	2	1	1	1	35	467
Prince Edward .....	119 05	119 05	238 10	4	4	4	4	4	4	4	2	1	1	1	1	1	44	952
Hastings .....	200 82½	200 82½	401 65	1	1	1	1	1	1	4	2	1	1	1	1	1	176	474
Northumberland .....	174 46	174 46	348 92	4	4	4	4	4	4	6	2	2	2	3	4	2	34	754
Durham .....	195 75	195 75	391 50	2	2	2	2	2	2	6	4	3	3	4	4	2	90	581
Peterborough .....	226 04	226 04	452 08	11	11	11	11	11	12	4	4	8	8	4	4	1	166	1007
Victoria .....	232 80	232 80	465 60	4	4	4	4	4	4	6	2	6	6	6	6	3	408	643
Ontario .....	475 56	475 56	951 12	6	6	6	6	6	12	6	5	4	4	3	3	1	83	1264
York .....	555 93½	555 93½	1111 87	4	4	4	4	4	4	7	3	11	11	6	1	1	381	2209
Peel .....	175 32½	175 32½	350 65	1	1	1	1	1	1	9	2	5	5	2	2	18	116	2999
Simcoe .....	538 96	538 96	1077 92	8	8	8	8	8	12	6	3	5	5	2	2	6	352	3016
Halton .....	367 08½	367 08½	734 17	2	2	2	2	2	2	4	4	4	4	3	3	1	116	2005
Wentworth .....	362 42	362 42	724 84	2	2	2	2	2	2	8	2	2	2	2	2	1	4	1497
Brant .....	142 75	142 75	285 50	1	1	1	1	1	1	4	2	2	2	2	2	1	5	718
Lincoln .....	108 00	108 00	216 00	2	2	2	2	2	2	4	4	4	4	1	1	1	30	354
Welland .....	179 83½	179 83½	359 67	1	1	1	1	1	1	2	4	3	3	1	1	1	21	627
Haldimand .....	323 06	323 06	646 12	3	10	7	8	6	6	7	6	1	1	4	2	8	39	1414

Norfolk .....	242 64	485 28	7	12	11	12	11	11	11	6	5	8	8	8	9	.....	7	.....	3	92	373
Oxford .....	610 02½	1220 05	5	9	7	7	7	7	7	9	15	4	8	23	.....	4	.....	12	534	3051	
Waterloo .....	375 00	750 00	1	3	5	5	5	5	5	5	5	2	4	4	.....	4	.....	4	330	2376	
Wellington .....	363 08	726 16	7	10	4	4	4	4	4	7	12	3	4	4	.....	9	.....	8	234	2004	
Grey .....	337 50	675 00	6	5	6	5	3	3	3	10	4	.....	.....	4	.....	1	.....	1	164	2040	
Perth .....	405 93	811 86	6	9	7	8	6	6	6	8	7	.....	.....	4	.....	4	.....	28	230	2083	
Huron .....	698 23	1396 46	3	15	10	10	11	11	11	8	8	6	6	15	.....	4	.....	24	304	3673	
Bruce .....	374 65	749 30	8	6	8	6	8	8	8	8	4	.....	.....	9	.....	4	.....	8	377	2484	
Middlesex .....	604 34	1208 68	7	18	12	11	13	13	13	8	11	10	14	5	.....	2	.....	1	111	3199	
Elgin .....	302 75	605 50	2	5	5	5	5	5	5	8	3	4	2	1	.....	6	.....	12	515	1462	
Kent .....	207 85	415 70	1	3	2	3	3	3	3	1	4	4	7	.....	.....	.....	2	110	923		
Lambton .....	358 50	717 00	2	6	5	5	5	5	5	3	5	6	5	4	.....	3	.....	6	55	1867	
Essex .....	77 55	155 10	2	3	2	1	3	3	3	2	2	.....	1	2	.....	2	.....	1	51	366	
District of Algoma .....	45 00	90 00	2	2	2	2	2	2	2	1	4	.....	2	.....	.....	1	.....	1	181	80	
Cities .....	1136 40½	2272 81	18	14	14	19	15	15	15	26	9	18	15	14	.....	8	.....	64	423	2162	
Towns .....	1458 06	2916 12	9	13	9	9	11	11	11	15	12	8	15	4	.....	4	.....	1	287	5193	
Villages .....	790 70	1551 40	4	8	3	3	2	2	2	7	5	6	20	9	.....	6	.....	29	469	2953	
Total .....	14135 09½	28270 19	172	250	197	198	199	199	240	198	146	203	199	119	63	332	7022	64103			

TABLE P.—The Superannuated or Worn-out Common School Teachers.

No.	N A M E .	Age in 1867.	Years of Teaching in Ontario.	Amount of Pension for 1867.*	Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.
				\$ cts.	\$ cts.	
4	Magnus Swanson.....	84	18	25 20	21 20	Last half 1866, first half 1867.
6	Donald Currie .....	79	18	25 20	21 20	do do
11	Thomas J. Graffe.....	60	18	25 20	31 80	Last half 1866, first half 1867, second $\frac{1}{2}$ 1867.
13	James Benton.....	71	25	35 00	31 00	Last half 1866, first half 1867.
15	James Breakenridge†.....	63	32	44 80	20 40	do do
17	Robert C. Mills .....	81	23	32 20	28 20	do do
19	Peter Stewart .....	84	22	30 80	26 80	do do
20	David Thompson.....	78	28	53 20	49 20	do do
21	John Price.....	75	24	33 60	29 60	do do
22	William Gordon.....	80	30	42 00	38 00	do do
25	Thomas McMaster.....	71	20	28 00	12 00	do do
31	John McKenzie.....	75	17 $\frac{1}{2}$	24 50	20 50	do do
36	Donald McDonald .....	81	13	18 20	14 20	do do
40	William M. Hynes.....	73	34	.....	21 80	Last half 1866.
42	W. R. Thornhill.....	69	22	30 80	26 80	Last half 1866, first half 1867.
43	William Irvine.....	85	17 $\frac{1}{2}$	24 50	20 50	do do
45	John Fletcher.....	58	18	25 20	21 20	do do
46	John B. Emons.....	71	27	37 80	33 80	do do
47	John Nowlan.....	76	24	33 60	29 60	do do
49	George Reynolds.....	72	28 $\frac{1}{2}$	39 90	35 90	do do
54	Alexander Miller.....	81	28 $\frac{1}{2}$	39 90	35 90	do do
55	John Donald.....	68	20 $\frac{1}{2}$	28 70	24 70	do do
56	Angus McDonell.....	72	33 $\frac{1}{2}$	46 90	42 90	do do
57	James Forde.....	65	18	25 20	21 80	For 1866, and first half 1867.
59	Gilbert McAulay .....	87	18	25 20	21 20	Last half 1866.
60	Gideon Gibson.....	82	19	26 60	22 60	do do
63	Donald McDougall.....	67	14	19 60	15 60	do do
71	Thomas White.....	77	23	33 26	29 26	do do
72	Rev. Joshua Webster.....	73	22 $\frac{3}{4}$	30 80	26 80	do do
73	Norman McLeod.....	75	16	22 40	18 40	do do
75	M. Kineborough.....	87	31	43 40	39 40	do do
78	William Foster.....	67	22	30 80	26 80	do do
79	William Glasford.....	57	18	25 90	21 90	do do
81	William Powers.....	68	30	42 00	38 00	do do
82	John Vert.....	57	21 $\frac{1}{2}$	30 10	26 10	do do
83	William Benson.....	70	23	32 20	28 20	do do
84	William Kearns.....	75	25	35 00	31 00	do do
86	James Leys.....	75	17	23 80	19 80	do do
87	John Healy.....	78	26	36 40	32 40	do do
88	Hector McRae.....	71	20	28 00	24 00	do do
92	Emily Cozens.....	62	27	37 80	33 80	do do
93	William Dermott.....	69	13	18 20	14 20	do do
96	Walter Hick.....	79	25	35 00	31 00	do do
97	John Higginbotham.....	76	22	30 80	26 80	do do
101	William Leonard.....	82	13	18 20	14 20	do do
102	Roderick McLeod.....	67	17	.....	9 90	Last half 1866.
107	Daniel Wing.....	64	26	36 40	32 40	Last half 1866, first half 1867.
109	William Kane.....	85	36	50 40	46 40	do do
110	Martin Devereux.....	70	23	32 20	28 20	do do
111	Michael O'Kane.....	75	20 $\frac{1}{2}$	28 70	24 70	do do
114	Alexander Jenkins.....	73	18	25 20	21 20	do do
115	Isabella Kennedy.....	65	22	30 80	26 80	do do
117	William Miller.....	81	17	14 00	10 00	do do
118	Robert Beattie.....	72	20 $\frac{1}{2}$	28 70	24 70	do do
119	John L. Biggar.....	75	25	35 00	31 00	do do
120	William Corry.....	77	17	23 80	19 80	do do
121	Marianne Ederington.....	56	20	28 00	24 00	do do
122	Peter Fitzpatrick.....	75	23	32 20	28 20	do do
123	James Guthrie.....	76	14	19 60	15 60	do do

\*The pensions are subject to a deduction, before payment, of \$4 for annual subscription required by law.

†Half of this pensioner's allowance was attached by the County Judge.



TABLE P.—The Superannuated or Worn-out Common School Teachers.—*Contin'd.*

No.	N A M E .	Age in 1867.	Years of Teaching in Ontario.	Amount of Pension for 1867.	Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.
				\$ cts.	\$ cts.	
125	Woodus Johnson.....	74	19	26 60	22 60	Last half 1866, first half 1867.
127	William Leahy.....	78	12	16 80	12 80	do do
128	James McQueen.....	60	22½	31 50	27 50	do do
129	John Miskelly.....	69	12½	17 50	13 50	do do
132	Nicholas Fagan.....	73	16	18 20	14 20	do do
135	Andrew Power.....	49	13	23 80	19 80	do do
136	James Ramsay.....	62	17	23 80	19 80	do do
137	Catharine Snyder.....	58	18	25 20	21 20	do do
139	John Tucker.....	74	21	29 40	25 40	do do
140	John Brown.....	69	26	36 40	32 40	do do
141	John Monaghan.....	63	15	21 00	17 00	do do
142	Richard Youmans.....	63	20	28 00	24 00	do do
144	William Ferguson.....	67	24	33 60	29 60	do do
145	Thomas Flanagan.....	70	20	28 00	24 00	do do
146	Patrick Jones.....	78	36	50 40	46 40	do do
147	Jesse Loomis.....	76	19	26 60	22 60	do do
148	Edward Ryan.....	76	25	35 00	31 00	do do
149	Daniel Sheehan.....	83	20	28 00	24 00	do do
155	Alexander Middleton.....	68	20	28 00	24 00	do do
156	George Miller.....	84	12	16 80	12 80	do do
157	Jeremiah O'Leary.....	67	22	29 40	25 40	do do
159	Archibald McCormick.....	70	16	22 40	18 40	do do
160	John Dewar.....	86	16	22 40	18 40	do do
161	Thomas Baldwin.....	69	13	18 20	14 20	do do
162	James Bodfish.....	64	20	28 00	24 00	do do
163	Anne Jackson.....	76	21	29 40	25 40	do do
164	William Mitchell.....	72	26	36 40	32 40	do do
166	William Hildyard.....	61	19	26 60	22 60	do do
167	Michael Murphy.....	79	7	9 80	5 80	do do
168	John McKenna.....	58	18½	25 90	21 90	do do
169	Mary Richards.....	72	33	46 20	42 20	do do
170	W. B. P. Williams.....	63	9	12 60	8 60	do do
171	Julius Ansley.....	63	18	25 20	21 20	do do
172	Thomas Baker.....	72	19	26 60	22 60	do do
173	Thomas Buchanan.....	62	20	28 00	24 00	do do
174	Matthew M. Hutchins.....	60	22	30 80	26 80	do do
178	Helen McLaren.....	58	21	29 40	25 40	do do
179	Ralph McCallum.....	58	23	32 20	28 20	do do
180	Edward Potts.....	72	23	32 20	28 20	do do
182	Daniel D. Barrett.....	63	19	26 60	22 60	do do
183	William Clarke.....	71	12	16 80	18 30	Last half 1865, last half 1866, first half 1867.
184	John Dods.....	62	21	29 40	25 40	Last half 1866, first half 1867.
185	John Gilson.....	84	34	47 60	21 80	do do
186	P. G. Mulhern.....	67	29	40 60	36 60	do first half 1867.
188	Thomas Sanders.....	75	30	42 00	38 00	do do
189	George Townley.....	78	19	26 60	22 60	do do
190	George Weston.....	69	22½	31 50	27 50	do do
191	John Williams.....	82	30	42 00	38 00	do do
192	Edmund Bradburne.....	59	25	35 00	31 00	do do
193	Robert Hamilton.....	74	15	22 40	26 95	do do and arrears.
194	John McDonnell.....	67	14	19 60	15 60	do do
195	John McGarvey.....	78	20	28 00	24 00	do do
196	Joseph D. Thomson.....	58	14	19 60	15 60	do do
198	Henry Bartley.....	60	23	32 20	28 20	do do
199	John Cameron.....	63	15	21 00	17 00	do do
200	Melinda Clarke.....	57	15½	21 70	17 70	do do
201	James Brown.....	62	27½	38 50	34 50	do do
202	Daniel Callaghan.....	70	30	42 00	38 00	do do
203	William Hull.....	62	28½	38 50	34 50	do do
204	John McNamara.....	78	13	18 20	14 20	do do
205	Daniel O'Connor.....	80	17	23 80	19 80	do do
206	James Robinson.....	52	18	25 20	21 20	do do
207	Jane Tyndall.....	63	21	29 40	25 40	do do
208	William Bell.....	66	11	15 40	11 40	do do

TABLE P.—The Superannuated or Worn-out Common School Teachers.—*Concl'd.*

No.	N A M E .	Age in 1867.	Years of Teaching in Ontario.	Amount of Pension for 1867.	Amount of cash paid Pensioners from 1st July to 30th Dec.	Period for which the payments were made.
209	William Brown .....	49	13	\$ 18 20	\$ 14 20	Last half 1866, first half 1867.
210	James Armstrong .....	54	25	35 00	31 00	do do
211	Caroline F. Mozier .....	58	27	37 80	33 80	do do
212	Eliza Barber .....	49	18½	25 90	21 90	do do
214	James McFarlane .....	61	27	37 80	33 80	do do
215	James Mackay .....	56	25	.....	16 90	do do
216	J. C. VanEvery .....	64	20	28 00	24 00	do do
217	Benjamin Woods .....	67	29	40 60	36 60	do do
218	John Younghusband .....	72	33½	46 90	42 90	do do
220	Angus McGillis .....	55	23	32 20	28 20	do do
221	Richard Campbell .....	67	31	43 40	39 40	do do
222	James Mahon .....	57	20	28 00	24 00	do do
224	Duncan Calder .....	69	25	35 00	31 00	do do
227	Thomas Morrison .....	63	28	39 20	35 20	do do
228	John Douglass .....	72	22	30 80	26 80	do do
229	Daniel McGill .....	62	30	39 20	35 20	do do
230	John Lenaten .....	72	10	16 80	74 40	For 1866 and first half 1867.*
231	Anna McKay .....	64	18	25 20	73 60	do do
232	Sidney Russell .....	64	15	21 00	48 50	do do
233	Patrick Shirreff .....	67	23	36 40	16 20	First half 1867.
234	Robert Jordan .....	72	28	39 20	117 60	For 1866 and first half 1867.
235	David Kee .....	52	17	23 80	62 00	For 1866-7.
237	Thomas Dorothy .....	56	34	47 60	116 00	do
238	Thomas Whitfield .....	58	32½	45 50	109 00	do
Net amount of Pensions paid in 1867.....					4161 71	

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

\*Pensioners receive, for the first year in which they are placed on the list, an amount at the rate of \$6 per year of service. After the first year they receive a smaller amount, as the fund does not admit of continuing the high rate.

TABLE P.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF	
Glengarry .....	15 Peel .....	8 Church of England and Episcopalian...	80 Ireland .....	114	
Stormont .....	10 Simcoe .....	10 Church of Scotland and Presbyterian...	62 Scotland .....	65	
Dundas .....	7 Halton .....	3 Church of Rome .....	38 England .....	25	
Prescott .....	5 Wentworth .....	7 Methodist .....	31 Ontario .....	17	
Carleton .....	12 Brant .....	3 Baptist .....	7 United States .....	11	
Grenville .....	10 Lincoln .....	8 Congregationalist .....	3 Quebec .....	2	
Leeds .....	12 Welland .....	4 "Protestant" .....	2 Wales .....	1	
Lanark .....	19 Haldimand .....	1 Universalist .....	2 Nova Scotia .....	2	
Renfrew .....	2 Norfolk .....	4 Society of Friends .....	1 New Brunswick .....	1	
Frontenac .....	7 Oxford .....	3 Christian Disciple .....	1 Total .....	238	
Addington .....	4 Wellington .....	7 Second Advent .....	1		
Prince Edward .....	6 Grey .....	2 Not given .....	10		
Hastings .....	7 Perth .....	Total .....	238		
Northumberland .....	7 Huron .....				
Durham .....	3 Middlesex .....				
Peterborough .....	8 Elgin .....				
Victoria .....	5 Kent .....				
Ontario .....	5 Essex .....				
York .....	11 Lambton .....				
Total .....	238				

Of the 238 Teachers admitted to the Fund, 91 either died during or before 1867, were not heard from, resumed teaching, or withdrew from the Fund.  
 Of the remaining 147, the average length of service as Common School Teachers in Ontario was 21½ years.  
 The average age of each pensioner in 1867 was 63½ years.  
 Of the 238 Teachers admitted to the Fund, there have been 226 males and 12 females.





Oxford .....	4770 00	.....	636 18	23 33	5429 51	4770 00	636 18	58 00	5464 18	39357 74	44821 92	50251 43
Waterloo .....	3488 50	.....	375 00	.....	3863 50	3900 00	375 00	4 00	4279 00	37716 28	41995 28	45858 78
Wellington .....	5271 54	.....	555 12	50 91	5987 57	6230 00	505 12	.....	6735 12	39145 39	45940 51	51928 08
Grey .....	5266 50	.....	400 50	123 28	5790 28	6025 00	400 50	59 00	6484 50	42201 06	48985 56	54475 84
Perth .....	4001 50	.....	415 93	62 57	4480 00	3901 00	415 93	.....	4316 93	33741 69	38058 62	42438 62
Huron .....	6291 00	.....	808 23	47 71	7146 94	5948 00	808 23	.....	6756 23	52251 44	62007 67	69154 61
Brace .....	3920 50	.....	485 63	24 56	4430 71	3931 00	485 63	16 00	4432 65	30482 15	34914 80	39354 51
Middlesex .....	6301 00	401 00	553 58	22 17	7907 75	6773 00	553 58	.....	7356 58	55832 66	63189 24	71096 99
Elgin .....	3489 00	.....	302 75	40 03	3831 81	3489 00	302 75	.....	3791 75	29273 03	33064 84	36896 65
Kent .....	3307 50	.....	247 85	56 19	3611 54	3177 00	247 85	4 00	3788 85	28686 22	32115 07	35736 61
Lambton .....	2985 00	.....	358 50	61 27	3404 77	6776 00	358 50	.....	7134 50	29104 57	36239 87	39643 84
Essex .....	2427 50	.....	77 55	33 14	2538 19	2857 19	77 55	.....	2934 74	17201 10	20135 84	22674 03
District of Algoma .....	440 00	.....	45 00	.....	485 63	.....	45 00	.....	45 00	182 75	227 75	712 75
Total .....	139473 32	10707 00	12052 06	4270 31	166502 69	150035 69	12052 06	175 00	162262 75	1016164 69	1178427 44	1344930 13
CITIES.												
Toronto .....	4942 00	1877 00	145 01	.....	6964 01	30450 00	145 01	.....	30585 01	17905 48	48500 49	55404 50
Hamilton .....	2142 50	1114 00	281 88	.....	3538 38	15340 46	281 88	.....	15622 34	12661 19	28283 53	31821 91
Kingston .....	1522 50	1440 00	263 11	.....	3925 61	9631 00	263 11	.....	9894 11	3990 14	13884 25	17109 86
London .....	1553 50	1017 00	334 16	.....	2904 66	8750 00	334 16	.....	9084 16	6772 51	15856 67	18761 33
Ottawa .....	1710 00	949 00	54 00	.....	2713 00	8674 00	54 00	.....	8728 00	17862 52	26590 52	29363 52
Total .....	11870 50	6397 00	1078 16	.....	19345 66	72845 46	1078 16	.....	73923 62	59191 84	133115 46	152461 12
TOWNS.												
Amherstburgh .....	253 00	.....	20 00	.....	273 00	1555 50	20 00	.....	1575 50	971 69	2547 19	2820 19
Barrie .....	80 50	714 00	50 23	.....	844 73	1298 00	50 23	.....	1348 23	1438 03	2786 26	3630 99
Belleville .....	709 00	1169 00	14 00	.....	1892 00	2845 01	14 00	.....	2859 01	3063 28	5922 29	7814 20
Berlin .....	295 50	473 00	55 00	.....	823 53	2290 00	55 00	.....	2345 00	759 43	3104 43	3927 93
Bowmanville .....	260 00	806 00	67 55	.....	1133 53	1360 68	67 55	.....	1428 23	1481 92	2910 15	4043 70
Brantford .....	725 50	660 00	134 24	.....	1519 74	10500 00	134 24	.....	10634 24	2953 54	13587 78	15107 52
Brookville .....	471 00	531 00	108 00	.....	1110 00	2800 00	108 00	.....	2908 00	2455 87	5363 87	6473 87
Chatham .....	481 50	665 00	32 00	.....	1178 50	.....	32 00	.....	32 00	6239 92	6271 92	7450 42
Clifton .....	143 50	.....	.....	.....	143 50	800 00	.....	.....	800 00	1089 95	1889 95	2033 45
Cobourg .....	539 00	435 00	13 50	.....	987 50	2700 00	13 50	.....	2713 50	1838 65	4552 15	5539 65
Collingwood .....	155 00	360 00	10 00	.....	525 00	959 98	10 00	.....	969 98	108 02	1078 00	1603 00
Cornwall .....	210 00	692 00	53 00	.....	955 00	1250 00	53 00	.....	1303 00	1472 57	2775 57	3730 57
Dundas .....	331 50	496 00	41 50	.....	869 00	1602 13	41 50	.....	1643 63	1735 42	3379 05	4248 05
Galt .....	356 00	1516 00	40 37	.....	1912 37	3449 00	40 37	.....	3489 37	5719 28	9208 65	11121 02
Goderich .....	360 00	806 00	82 00	.....	1248 00	4000 00	82 00	.....	4082 00	1262 35	5344 35	6582 35
Guelph .....	584 50	882 00	21 25	.....	1487 75	3510 21	21 25	.....	3531 46	3206 81	6738 27	8226 02
Ingersoll .....	324 50	759 00	41 00	.....	1124 50	1039 00	41 00	.....	1080 00	2621 52	3701 52	4826 02
Lindsay .....	239 00	345 00	29 00	.....	613 00	2628 25	29 00	.....	2657 25	2321 24	4978 49	5591 49
Milton .....	208 00	468 00	45 62	.....	721 62	868 00	45 62	.....	913 62	1094 25	2007 87	2729 49



TABLE Q.—The Normal, Model, Grammar and Common Schools of Ontario.—*Continued.*

DISTRIBUTION OF THE LEGISLATIVE GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THEREOF, AND OTHER MONEYS RAISED BY TRUSTEES.																	
	AMOUNT OF LEGISLATIVE AID.						AMOUNT RAISED FROM LOCAL SOURCES AS AN EQUIVALENT.						Total from local sources, 1867.	Grand Total Legislative Aid and Local Sources, 1867.			
	For Com. School purposes.		For Grammar school purposes.		For public school libraries, maps, apparatus and prizes.		For Normal and Model Schools, and superannuated teachers.		Total Legislative Aid, 1867.		Subscriptions to Superannuated Teachers' Fund				Total from local sources as an equivalent.		Other moneys raised by Trustees and others for Grammar and Common School purposes.
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.			\$	cts.	
TOWNS.—Continued.																	
Napanee.....	219 50	675 00			25 00				919 50	1060 00	25 00		1085 00	1162 11	2247 11	3166 61	
Niagara.....	226 50	320 00			13 00				559 50	994 78	13 00		1007 78	1418 70	2426 48	2985 98	
Oakville.....	169 50	485 00			29 10				683 60	915 84	29 10		944 94	743 87	1688 81	2372 41	
Owen Sound.....	525 00	703 00							1228 00	2078 00			2078 00	513 05	2891 05	3819 05	
Paris.....	278 00	515 00							793 00	2174 09			2174 09	731 77	2905 86	3698 86	
Perth.....	294 50	970 00			70 00				1334 50	2691 98	70 00		2761 98	2671 86	5433 84	6768 34	
Peterborough.....	433 00	680 00			5 00				1118 00	2216 00	5 00		2221 00	2962 23	5183 23	6301 23	
Pictou.....	244 50	483 00							727 50	700 00			700 00	1607 54	2307 54	3035 04	
Port Hope.....	450 00	739 00							1189 00	4780 00			4780 00	5963 26	10743 26	11932 26	
Prescott.....	438 00	389 00			45 00				872 00	5620 00	45 00		5665 00	5969 36	11634 36	12506 36	
Sandwich.....	145 00								145 00	1142 86			1142 86	42 30	1185 16	1330 16	
Sarnia.....	480 00	497 00			11 00				988 00	250 00	11 00		261 00	3482 97	3743 97	4731 97	
St. Catharine's.....	825 50	663 00			61 25				1549 75	3100 00	61 25		3161 25	1858 35	5019 60	6569 35	
St. Mary's.....	345 00	614 00			62 50				1021 50	2600 00	62 50		2662 50	1342 80	4005 30	5026 80	
St. Thomas.....	187 00	682 00			50 00				919 00	900 00	50 00		950 00	2185 07	3135 07	4054 07	
Simcoe.....	192 74	739 00			85 00				1016 74	1704 52	85 00		1789 52	645 55	2435 07	3451 81	
Straford.....	336 00	690 00			56 00				1112 00	3440 00	56 00		3496 00	1516 36	5012 36	6124 36	
Whitby.....	295 00	889 00			99 81				1283 81	1993 72	99 81		2093 53	1286 36	3380 36	4664 17	
Windsor.....	371 00	567 00			5 00				943 00	3300 00	5 00		3305 00	845 55	4150 55	5093 55	
Woodstock.....	390 00	740 00			45 50				1175 50	2578 56	45 50		2624 06	1854 25	4478 31	5653 81	
Total.....	13602 74	23817 00			1521 42				38941 16	89696 11	1521 42		91217 53	80637 52	171855 05	210796 21	
VILLAGES.																	
Amprior.....	130 00	283 00			40 00				453 00	437 97	40 00		477 97	666 69	1144 66	1597 66	
Ashburnham.....	110 00								110 00	110 00			110 00	448 84	558 84	668 84	
Aurora.....	130 00				12 00				142 00	817 40	12 00		829 40	371 43	1200 83	1342 83	



Bath .....	75 00	220 00	15 00	310 00	200 00	15 00	431 62	646 62	956 62
Bradford .....	113 00	450 00	25 14	588 14	1000 00	25 14	993 06	1618 20	2206 34
Brampton .....	185 00	643 00	20 25	827 25	1050 00	29 25	1079 25	1510 34	2367 59
Brighton .....	130 00	513 00	6 00	130 00	141 00	.....	1578 40	1719 40	1849 40
Caledonia .....	125 00	513 00	15 00	483 00	620 00	6 00	851 94	1477 94	2121 94
Cayuga .....	81 00	387 00	.....	164 50	250 00	15 00	265 00	1132 60	1615 60
Chippewa .....	164 50	.....	.....	438 00	550 00	.....	550 00	1489 15	1653 65
Clinton .....	145 00	293 00	.....	746 00	1463 00	.....	1094 25	2557 25	2995 25
Colborne .....	96 00	650 00	.....	210 20	338 00	.....	767 57	1105 57	1851 57
Dunnville .....	156 00	401 00	54 20	579 12	956 00	54 20	854 62	1864 82	2075 02
Elora .....	178 12	.....	.....	74 00	1248 88	.....	917 40	2166 28	2745 40
Embro .....	74 00	.....	.....	594 45	609 00	.....	21 35	630 35	704 35
Fergus .....	148 00	406 00	40 45	120 00	1400 00	40 45	929 12	2369 57	2964 02
Fort Erie .....	93 00	200 00	27 00	564 00	545 00	27 00	590 84	1162 84	1282 84
Gananoque .....	164 00	400 00	.....	156 00	450 00	.....	800 41	1250 41	1814 41
Garden Island .....	.....	.....	.....	156 00	116 00	.....	448 51	564 51	564 51
Georgetown .....	156 00	.....	.....	140 00	903 50	.....	903 50	943 85	1099 85
Hawkesbury .....	140 00	.....	.....	95 00	200 00	.....	584 22	784 22	924 22
Hespeler .....	95 00	.....	.....	92 50	650 00	.....	194 92	844 92	939 92
Holland Landing .....	80 00	.....	12 50	716 00	700 00	12 50	.....	712 50	805 00
Iroquois .....	76 00	640 00	.....	531 10	103 04	.....	737 01	840 05	1556 05
Kemptville .....	117 00	212 00	8 00	337 00	460 00	8 00	637 36	1165 36	1502 36
Kincardine .....	150 00	411 00	20 10	334 00	806 05	20 10	266 15	1092 48	1673 53
Lanark .....	134 00	200 00	.....	106 00	758 00	.....	604 22	1362 22	1696 22
Listowel .....	98 00	.....	8 00	35 50	113 60	8 00	121 69	1012 83	1118 83
Merrickville .....	35 50	.....	.....	193 00	1050 00	.....	229 27	1279 27	1314 77
Mitchell .....	195 00	.....	.....	478 00	1050 00	.....	602 52	1652 52	1847 52
Morrisburg .....	118 00	360 00	.....	113 50	118 00	.....	106 41	1085 46	1198 96
Mount Forest .....	113 50	.....	.....	947 00	382 43	.....	341 88	724 31	1671 31
Newburgh .....	120 00	827 00	.....	488 00	402 08	15 00	1155 17	1572 25	2058 25
Newcastle .....	100 00	371 00	15 00	67 00	55 80	30 00	2276 81	2362 61	2429 61
New Edinburgh .....	37 00	.....	30 00	162 00	1000 00	41 00	85 80	1666 86	1828 86
New Hamburg .....	121 00	.....	41 00	387 50	700 00	5 00	1041 00	1938 51	2326 01
Newmarket .....	157 50	225 00	5 00	287 00	1297 00	.....	1233 51	1370 19	1627 19
Orangeville .....	257 00	.....	.....	357 00	600 00	26 00	437 00	622 80	1053 80
Orillia .....	88 00	317 00	26 00	431 00	411 00	.....	170 69	770 69	946 69
Oshawa .....	176 00	.....	.....	178 00	600 00	.....	1788 65	3438 65	4466 65
Pembroke .....	253 00	775 00	.....	1028 00	1650 00	.....	1343 61	1479 61	2023 61
Petrolia .....	109 00	355 00	80 00	544 03	56 00	80 00	136 00	1373 61	2023 61
Potsmouth .....	78 00	.....	53 20	131 20	1500 00	53 20	1553 20	1553 20	1684 40
Port Dalhousie .....	130 00	.....	9 91	139 91	650 00	9 91	659 91	1348 62	1488 53
Preston .....	146 00	.....	.....	146 00	800 00	.....	921 54	1721 54	1867 54
Renfrew .....	172 50	.....	.....	172 50	1400 00	.....	1343 03	2743 03	2915 53
Richmond .....	75 00	298 00	17 00	390 00	103 42	17 00	486 65	607 07	997 07
Smith's Falls .....	60 00	100 00	.....	160 00	180 00	.....	180 00	454 06	614 06
Southampton .....	125 00	350 00	12 00	487 00	306 20	12 00	318 20	860 68	1347 68
Stirling .....	90 00	.....	10 05	100 05	700 00	10 05	710 05	719 58	819 63
Strathroy .....	92 00	290 00	.....	382 00	450 00	.....	705 35	1245 35	1627 35
Stratford .....	130 00	541 00	17 00	688 00	130 00	17 00	1433 69	1580 69	2268 69
Struckville .....	83 00	283 00	8 50	374 00	450 00	8 00	299 78	757 78	1131 78
Thorold .....	356 00	553 00	47 25	956 25	866 00	47 25	913 25	2028 30	2984 55

TABLE Q.—The Normal, Model, Grammar and Common Schools of Ontario.—*Concluded.*

DISTRIBUTION OF THE LEGISLATIVE GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RECEIVED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES.

VILLAGES.—Continued.	AMOUNT OF LEGISLATIVE AID.					AMOUNT RAISED FROM LOCAL SOURCES AS AN EQUIVALENT.					Other moneys raised by Trustees and others for Grammar and Common School purposes.		Total from local sources 1867.	TOTAL. Grand Total Legislative Aid and Local sources, 1867.
	For Com. School purposes.	For Grammar School purposes.	For public school apparatus, maps, prizes.	For Normal and Model Schools, and superannuated Teachers.	Total Legislative Aid, 1867.	For Com. School purposes.	For public school apparatus and prizes.	Subscriptions to Superannuated Teachers' Fund	Total from local sources as an equivalent.	Trustees and others for Grammar and Common School purposes.	Total from local sources 1867.	Grand Total Legislative Aid and Local sources, 1867.		
Trenton .....	198 00	183 00	53 00	.....	434 00	1114 96	53 00	.....	1107 96	1505 73	2673 69	3107 69		
Vienna .....	100 00	472 00	16 00	.....	588 00	754 55	16 00	.....	770 55	348 60	1119 15	1707 15		
Waterloo .....	158 00	.....	20 00	.....	178 00	1641 56	20 00	.....	1661 56	29 11	1690 67	1868 67		
Welland .....	115 00	361 00	25 00	.....	501 00	791 58	25 00	.....	816 58	716 60	1533 18	2034 18		
Wellington .....	80 00	.....	.....	.....	80 00	176 70	.....	.....	176 70	219 16	395 86	475 86		
Yorkville .....	183 00	.....	32 10	.....	215 10	933 87	32 10	.....	965 97	286 02	1251 99	1467 09		
Total .....	7595 62	12770 00	830 15	.....	21195 77	39296 73	830 15	.....	40126 88	39849 85	79976 73	101172 50		
			155 72				155 72		155 72					
			Normal and Model Schools.....				Normal and Model Schools.....							





TABLE R.—Educational Summary for Ontario.

MUNICIPALITIES OF ONTARIO.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.				Balance Unexpended.		Total amount available for Educational purposes during 1867.
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1867.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1867.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 67.	Amount expended for Superannuated Teachers, Normal School.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes during 1867.	\$	cts.	\$
Giangary .....	76	5160	10677 48	1	82	1732 00	3	66	1220 00	302 14	81	5308	13631 62	57 54	13989 16	13989 16
Stormont .....	75	4895	11064 09	1	30	1417 65	1	50	40 00	155 18	79	4975	12876 92	7297 74	13274 66	13274 66
Dundas .....	78	5716	12482 83	2	102	1688 00	1	20	60 00	49 71	81	5838	14280 54	721 33	15001 87	15001 87
Prescott .....	67	3540	9689 36	2	94	1204 15	1	20	50 00	67 00	70	3654	11010 51	951 89	11962 40	11962 40
Russell .....	28	1640	4804 74	1	25	207 00	1	20	50 00	20 50	29	1665	5092 24	643 78	5736 02	5736 02
Carleton .....	120	7961	23699 96	2	53	604 45	4	60	350 00	187 41	122	8014	24401 82	4066 90	28558 72	28558 72
Greenville .....	89	6306	21708 32	2	108	5755 68	4	60	350 00	305 11	111	6474	28119 11	1140 30	29259 41	29259 41
Leeds .....	157	9940	30259 91	3	194	2874 36	6	74	709 00	186 07	166	10208	34029 34	4167 52	38196 86	38196 86
Lanark .....	120	8494	28379 88	5	240	4051 79	4	78	193 00	319 19	129	8812	32943 86	5201 41	38145 27	38145 27
Renfrew .....	91	5323	10735 81	3	128	1898 96	3	48	185 00	.....	97	5499	18819 77	2287 88	21037 65	21037 65
Frontenac .....	123	7189	20111 57	1	105	.....	2	33	121 00	193 71	125	7222	20426 28	4255 49	24681 77	24681 77
Addington .....	76	4724	14061 13	2	105	1720 25	2	36	150 00	73 54	81	4865	16004 92	500 40	16505 32	16505 32
Lennox .....	44	2454	8987 22	1	47	1441 50	2	40	350 00	70 89	47	3041	10849 61	839 01	11688 62	11688 62
Prince Edward .....	83	5737	20213 62	1	64	1463 00	10	241	2000 00	137 19	94	6042	23803 81	997 87	24801 68	24801 68
Hastings .....	142	12038	36526 13	3	216	3435 55	6	264	2242 42	303 05	151	12518	62506 73	4071 01	66577 74	66577 74
Northumberland .....	121	11299	41930 40	2	161	2134 50	10	371	23550 00	27 18	133	11761	67042 08	4776 14	72418 22	72418 22
Purhan .....	160	10077	41165 56	3	191	5794 95	7	105	820 00	87 90	110	10373	47868 41	3533 22	51401 63	51401 63
Peterborough .....	89	6619	23558 41	2	118	4062 57	1	12	12 00	105 61	92	6749	27538 59	4692 09	32230 68	32230 68
Victoria .....	101	7378	26369 83	3	170	3283 44	1	12	50 00	62 60	105	7560	29065 96	3650 04	32716 00	32716 00
Ontario .....	115	12611	69425 15	4	332	4942 33	8	124	804 00	117 94	127	13067	56489 42	6861 82	63351 24	63351 24
York .....	148	15894	62505 90	4	180	3790 92	16	115	600 00	250 61	168	16189	67237 43	7496 88	74734 31	74734 31
Peel .....	78	7513	27475 74	2	129	1562 90	4	46	374 00	35 60	84	7688	29448 14	1775 67	31223 81	31223 81
Simcoe .....	160	13786	50580 39	3	142	3368 78	10	183	1214 00	216 32	173	14111	55379 49	7798 09	63177 58	63177 58
Halton .....	62	6024	24168 23	2	88	1862 78	6	131	820 00	62 42	70	6243	26913 43	1940 38	28853 81	28853 81
Wentworth .....	77	8056	33406 83	3	158	2387 01	8	88	720 00	160 51	88	8302	36874 35	2941 02	39815 37	39815 37
Brant .....	68	3010	36530 35	4	235	4398 23	12	266	1350 00	51 68	94	8631	40380 26	6978 75	47909 01	47909 01
Lincoln .....	77	8875	26365 89	5	189	4291 64	10	255	2340 00	88 19	82	7319	32045 72	5609 20	37654 92	37654 92
Welland .....	90	6695	20022 57	4	284	4156 63	8	235	538 00	49 70	102	7214	30766 90	6460 51	37227 41	37227 41
Haldimand .....	78	7049	24817 50	2	79	1562 75	9	133	638 00	.....	89	7281	27018 25	3625 49	30643 74	30643 74
Norfolk .....	103	8483	30467 07	3	150	2365 29	14	146	1464 00	72 18	120	8779	34968 54	5746 85	40715 39	40715 39
Oxford .....	116	13273	53726 42	2	140	2811 96	14	384	9847 00	81 33	132	13797	66466 71	4815 90	71282 61	71282 61

Waterloo.....	97	11582	53846	55	2	173	5393	05	3	82	229	00	4	00	102	11837	59542	60	9217	71	68760	31
Wellington.....	151	16477	57930	69	4	106	3582	13	15	257	2246	00	50	91	170	10300	63909	73	5353	60	69263	33
Wey.....	187	15531	52544	65	1	47	1200	00	10	162	734	00	182	28	198	15740	54600	93	5566	92	60227	85
Perth.....	111	13078	46020	18	2	115	2612	43	9	135	1350	00	62	57	122	13328	50054	18	7951	95	58006	13
Huron.....	138	17032	67585	14	2	82	2144	43	6	115	305	00	47	71	166	17249	70082	28	9060	93	79143	21
Bruce.....	120	11282	33557	89	1	44	666	00	6	101	383	00	40	56	127	11427	37057	45	5174	22	42231	67
North Middlesex.....	187	17536	62807	65	2	78	1549	50	8	171	719	00	22	17	107	17785	65098	32	8986	36	74084	68
Elgin.....	100	9186	35752	59	2	97	2253	75	10	229	2100	00	60	19	114	9331	40271	06	5005	97	42657	87
Kent.....	103	9020	36672	96	1	82	1437	91	9	185	630	00	61	27	119	9773	41678	46	6591	74	48270	20
Lambton.....	109	9567	39967	19	1	21	1020	00	9	190	4170	00	33	14	90	7307	33092	36	2995	57	36087	93
Essex.....	80	7062	27965	67	1	55	923	55	9	190	4170	00	33	14	90	7307	33092	36	2995	57	36087	93
District of Algoma.....	3	160	712	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	160	712	75	.....	.....	712	75
CITIES.																						
Toronto.....	22	8044	43411	41	1	122	3709	65	25	1600	110000	00	.....	.....	48	9766	157121	06	8343	44	165464	50
Hamilton.....	11	4787	25564	35	1	106	5705	42	10	450	18000	00	.....	.....	22	5343	49269	77	552	14	49821	91
Kingston.....	11	3028	12716	64	1	88	3563	10	8	520	28700	00	.....	.....	20	3636	44979	74	820	12	45799	86
London.....	8	3796	11488	69	1	75	2134	00	2	290	33000	60	.....	.....	11	4161	46622	69	5138	64	51761	33
Ottawa.....	12	3246	15916	47	1	51	2714	74	12	550	19000	00	.....	.....	25	3887	37631	21	10672	31	48303	52
Towns and Villages are included in their respective Counties.																						
Grammar School Inspection.....	.....	.....	.....	.....	.....	.....	.....	.....	Normal and Model Schools.....	800	.....	.....	Normal and Model Schools.....	.....	3	800	23651	63	.....	.....	23651	63
Grand Total, 1867.....	4422	401643	1473188	76	102	5096	126180	70	331	9473	294557	00	.....	.....	4855	416812	1920023	38	207545	21	2127568	59
Do 1866.....	4379	390895	1387233	27	104	5179	115887	86	317	9193	290482	00	.....	.....	4800	405267	1820006	66	230118	90	2050125	56
Increase.....	43	10748	85955	49	.....	517	10292	84	14	280	4075	00	.....	.....	55	11545	100016	72	.....	.....	77443	03
Decrease.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE S.—A General Statistical Abstract, exhibiting the comparative State and Progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1867, inclusive, compiled from Returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.
		1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.
1	Population of Ontario .....	486055			622570			725879		803493	950551
2	Population between the ages of five and sixteen years .....	141143			202013	204580	230975	241102	253364	259258	258607
3	Colleges in operation .....	5		5	5	5	6	6	7	7	7
4	County Grammar Schools .....	25		25	31	32	32	33	39	57	54
5	Academies and Private Schools reported .....	44		60	65	80	96	117	157	224	175
6	Normal and Model Schools for Ontario .....						2	2	2	2	2
7	Total Common Schools in operation as reported .....				2736	2589	2727	2800	2871	3059	2985
8	Total Roman Catholic Separate Schools .....	1721									16
9	Free Schools reported in operation (included in No. 7, above) .....				No Rep'ts	No Rep'ts	No Rep'ts	No Rep'ts	No Rep'ts		855
10	Grand Total Educational establishments in operation in Ontario .....				No Rep'ts	No Rep'ts	No Rep'ts	No Rep'ts	No Rep'ts		
11	Total Students attending Colleges and Universities .....	1795			2837	2706	2863	2958	3076	3349	3239
12	Total Pupils attending County Grammar Schools .....				No Rep'ts	No Rep'ts	700	740	773	684	632
13	Total Pupils attending Academies and Private Schools .....				"	"	1000	1115	1120	2070	2191
14	Total Students and Pupils attending Normal and Model Schools for Ontario .....				"	"	1831	2345	3648	4663	4557
15	Total Pupils attending the Common Schools of Ontario .....				"	"		256	400	370	356
16	Total Pupils attending the R. Catholic Separate Schools .....				110602	101912	124829	130739	138465	151891	168159
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools .....	65978									
18	Total amount paid for the Salaries of Common and Separate School Teachers in Ontario* .....	65978		96756	110002	101912	128360	135195	144406	159078	175895
19	Total amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.* .....	\$166000		\$206856	\$286056	\$271624	\$310306	\$344276	\$353912	\$353716	\$391308
20	Grand Total paid for Common and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus* .....	No Rep'ts		No Rep'ts	No Rep'ts	No Rep'ts	No Rep'ts	No Rep'ts	No Rep'ts	\$36756	\$77336
21	Total Amount paid for Grammar School Masters' Salaries* .....	"	"	"	"	"	"	"	"	\$410472	\$468644
22	Total amount paid for the erection or repairs of Grammar School Houses* .....	"	"	"	"	"	"	"	"	No Rep'ts	Included
23	Amount received by other Educational Institutions, &c. .....	"	"	"	"	"	"	"	"	"	\$131336
24	Grand Total paid for Educational purposes in Ontario* .....	"	"	"	"	"	"	"	"	"	\$599680
25	Total Common School Teachers in Ontario .....				2860	2925	3028	3177	3209	3476	3277
26	Total Male .....							2507	2365	2637	2551
27	Total Female .....							670	704	779	726
28	Average number of months each Common School has been kept open by a qualified Teacher, including legal holidays .....			7½	8	8½	8½	9	9½	9½	9½



TABLE S.—Continued.

Nos.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.
1	952239	268957	277912	297623	311316	324888	360578	362085	373589	384980	403302	412367	424565	420757	431812	447726
2	262755	8	9	12	12	12	12	12	13	13	13	16	16	16	16	16
3	8	8	65	65	61	72	75	81	86	86	91	95	95	104	104	102
4	60	64	206	307	267	276	301	321	305	337	342	340	257	260	298	312
5	181	186	3	3	3	3	4	4	4	4	4	3	3	3	3	3
6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	2992	3093	3200	3284	3391	3631	3772	3848	3854	3910	3995	4013	4077	4151	4222	4261
8	18	32	44	41	81	100	94	105	115	109	109	120	147	152	157	161
9	901	1052	1117	1211	1263	1707	1936	2315	2602	2903	3111	3228	3439	3595	3741	3838
10	3202	3386	3326	3710	3815	4094	4258	4372	4379	4459	4554	4587	4595	4686	4800	4855
11	751	756	806	1109	1335	1335	1335	1335	1373	1373	1373	1820	1820	1830	1930	1930
12	2643	3221	4587	3726	3386	4073	4459	4381	4346	4765	4982	5352	5589	5754	5179	5696
13	5684	4440	5473	7584	6220	6523	6872	6182	6408	7361	6784	6953	5718	5965	6462	6743
14	645	735	622	643	772	746	777	718	700	700	700	760	700	800	800	800
15	179587	194736	204168	222979	243935	262673	284692	288598	301104	316287	329033	344949	354330	365552	372320	382719
16	17	203888	215356	240917	262858	285314	306626	314246	328839	344117	357572	375333	385522	397992	405267	418824
17	189310	\$489764	\$779680	\$860108	\$779680	\$777616	\$777616	\$859325	\$855501	\$918113	\$959776	\$987555	\$996956	\$1041052	\$1066880	\$10812
18	\$423948	\$128072	\$175472	\$219164	\$238428	\$265519	\$250721	\$250721	\$264183	\$273305	\$272217	\$260692	\$288362	\$314897	\$320353	\$379672
19	\$100366	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1043135	\$1116046	\$1159774	\$1191418	\$1231993	\$1254447	\$1285318	\$1355879	\$1387233	\$1473188
20	\$529314			\$49255	\$47659	\$57552	\$52940	\$61564	\$64005	\$71034	\$73211	\$76121	\$75854	\$81562	\$87053	\$94820
21	in other	Educa'tl	Inst't's		\$8311	\$10708	\$2868	\$7936	\$9607	\$4234	\$7502	\$3470	\$6139	\$5251	\$17653	\$19190
22				\$7711	\$192014	\$214849	\$219979	\$210042	\$218632	\$200421	\$222534	\$287768	\$269068	\$274514	\$328065	\$332825
23	\$147956	\$150104	\$174016	\$204754	\$1326092	\$1495267	\$1318922	\$1359582	\$1448448	\$1476107	\$1535240	\$1621806	\$1636979	\$1717206	\$1829006	\$1920023
24	\$677270	\$767940	\$928356	\$1155992	\$1326092	\$1495267	\$1318922	\$1359582	\$1448448	\$1476107	\$1535240	\$1621806	\$1636979	\$1717206	\$1829006	\$1920023
25	3388	3539	3539	3565	3689	4083	4202	4235	4281	4336	4406	4506	4625	4721	4789	4890
26	2541	2601	2568	2568	2622	2787	2965	3115	3160	4031	3115	3094	3011	2930	2925	2849
27	847	938	1031	997	1067	1296	1237	1120	1181	1305	1291	1410	1614	1791	1864	2041
28	9 <sup>5</sup>	93	93	93	10	10	10 <sup>3</sup>	10 <sup>3</sup>	10 <sup>3</sup>	10 <sup>3</sup>	10 <sup>3</sup>	10 <sup>3</sup>	11 <sup>1</sup>	11 <sup>1</sup>	11 <sup>1</sup>	11 <sup>1</sup>

\* Balances due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$2,127,563 for Educational purposes during 1867; and for 1866, \$2,050,125—the increase in 1867 being \$77,445.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

TABLE T. The Grants to Common and Separate Schools in Ontario.

## LEGISLATIVE APPORTIONMENT TO COMMON AND SEPARATE SCHOOLS.

MUNICIPALITIES.	Amount Paid.*	Amount Unpaid.	Amount of Apportionment for 1867.		
			To Common Schools.	To Separate Schools.	Total.
<i>Counties.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry.....	2403 00		2130 00	273 00	2403 00
Stormont.....	1933 00		1933 00		1933 00
Dundas.....	2131 00		2131 00		2131 00
Prescott.....	1654 00		1510 00	144 00	1654 00
Russell.....	799 00		799 00		799 00
Carleton.....	3426 40		3265 00	161 40	3426 40
Grenville.....	2290 00		2249 00	41 00	2290 00
Leeds.....	3651 00	12 00	3631 00	32 00	3663 00
Lanark.....	3233 00		3217 00	16 00	3233 00
Renfrew.....	2539 00	27 00	2482 00	84 00	2566 00
Frontenac.....	3034 00		2881 00	153 00	3034 00
Addington.....	1963 00		1893 00	70 00	1963 00
Lennox.....	901 00		901 00		901 00
Prince Edward.....	2054 00		2054 00		2054 00
Hastings.....	4273 46		4253 00	20 46	4273 46
Northumberland.....	4117 00		4047 00	70 00	4117 00
Durham.....	3710 00		3710 00		3710 00
Peterborough.....	2560 00		2518 00	42 00	2560 00
Victoria.....	2796 00		2796 00		2796 00
Ontario.....	4534 00		4528 00	6 00	4534 00
York.....	6325 00		6172 00	153 00	6325 00
Peel.....	2908 00		2891 00	17 00	2908 00
Simcoe.....	5567 00		5530 00	37 00	5567 00
Halton.....	2151 00		2151 00		2151 00
Wentworth.....	3330 00		3267 00	63 00	3330 00
Brant.....	2304 00		2304 00		2304 00
Lincoln.....	2084 00	38 00	2084 00	38 00	2122 00
Welland.....	2210 00		2096 00	114 00	2210 00
Haldimand.....	2471 00		2442 00	29 00	2471 00
Norfolk.....	3258 00		3213 00	45 00	3258 00
Oxford.....	4770 00		4770 00		4770 00
Waterloo.....	3497 00		3340 00	157 00	3497 00
Wellington.....	5364 00	38 00	5018 00	384 00	5402 00
Grey.....	5247 00		5019 00	228 00	5247 00
Perth.....	4005 00		3901 00	104 00	4005 00
Huron.....	5980 00		5898 00	82 00	5980 00
Bruce.....	3863 00	33 00	3842 00	54 00	3896 00
Middlesex.....	6909 00		6778 00	131 00	6909 00
Elgin.....	3489 00		3489 00		3489 00
Kent.....	3222 00	8 00	3077 00	153 00	3230 00
Lambton.....	2978 00		2936 00	42 00	2978 00
Essex.....	2409 00		2375 00	34 00	2409 00
District of Algoma.....	360 00		360 00		360 00
Total.....	138702 86	156 00	135881 00	2977 86	138858 86
<i>Cities.</i>					
Toronto.....	4716 00		3105 00	1611 00	4716 00
Hamilton.....	2100 00		1786 00	314 00	2100 00
Kingston.....	1500 00		1111 00	389 00	1500 00
London.....	1558 00		1357 00	201 00	1558 00
Ottawa.....	1632 00		776 00	856 00	1632 00
Total.....	11506 00		8135 00	3371 00	11506 00

\* Up to June, 1868.

TABLE T.—The Grants to Common and Separate Schools in Ontario.—*Continued.*

## LEGISLATIVE APPORTIONMENT TO COMMON AND SEPARATE SCHOOLS.

MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment for 1867.		
			To Common Schools.	To Separate Schools.	Total.
<i>Towns.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh .....	250 00		140 00	110 00	250 00
Barrie .....	220 00		159 00	61 00	220 00
Belleville.....	700 00		526 00	174 00	700 00
Berlin .....	300 00		260 00	40 00	300 00
Bothwell .....	106 00		106 00		106 00
Bowmanville .....	260 00		260 00		260 00
Brantford .....	721 00		602 00	119 00	721 00
Brockville .....	460 00		324 00	136 00	460 00
Chatham .....	480 00		429 00	51 00	480 00
Clifton .....	140 00		86 00	54 00	140 00
Cobourg .....	530 00		423 00	107 00	530 00
Collingwood.....	155 00		155 00		155 00
Cornwall .....	210 00		210 00		210 00
Dundas .....	330 00		215 00	115 00	330 00
Galt .....	356 00		356 00		356 00
Goderich .....	360 00		360 00		360 00
Guelph .....	580 00		422 00	158 00	580 00
Ingersoll .....	322 00		238 00	84 00	322 00
Lindsay .....	240 00		138 00	102 00	240 00
Milton .....	100 00		100 00		100 00
Napanee .....	220 00		187 00	33 00	220 00
Niagara .....	235 00		158 00	77 00	235 00
Oakville .....	170 00		103 00	67 00	170 00
Owen Sound .....	260 00		260 00		260 00
Paris .....	270 00		224 00	46 00	270 00
Perth .....	290 00		211 00	79 00	290 00
Peterborough .....	450 00		274 00	176 00	450 00
Pictou .....	240 00		175 00	65 00	240 00
Port Hope .....	450 00		450 00		450 00
Prescott .....	260 00		140 00	120 00	260 00
Sandwich .....	145 00		145 00		145 00
Sarnia .....	300 16		230 00	70 16	300 16
St. Catharine's .....	830 00		545 00	285 00	830 00
St. Mary's .....	345 00		345 00		345 00
St. Thomas .....	187 00		187 00		187 00
Simcoe .....	190 00		165 00	25 00	190 00
Stratford .....	360 00		313 00	47 00	360 00
Whitby .....	300 00		240 00	60 00	300 00
Windsor .....	371 00		371 00		371 00
Woodstock .....	390 00		390 00		390 00
Total.....	13083 16		10622 00	2461 16	13083 16
<i>Villages.</i>					
Arnprior .....	130 00		130 00		130 00
Ashburnham.....	110 00		110 00		110 00
Aurora .....	130 00		130 00		130 00
Bath .....	75 00		75 00		75 00
Bradford .....	113 00		113 00		113 00
Brampton .....	185 00		185 00		185 00
Brighton .....	130 00		130 00		130 00
Caledonia .....	125 00		125 00		125 00
Cayuga .....	81 00		81 00		81 00
Chippewa .....	150 00		106 00	44 00	150 00
Clinton .....	145 00		145 00		145 00



TABLE T.—The Grants to Common and Separate Schools in Ontario.—*Concluded.*

## LEGISLATIVE APPORTIONMENT TO COMMON AND SEPARATE SCHOOLS.

MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment for 1867.		
			To Common Schools.	To Separate Schools.	Total.
<i>Villages.—Continued.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Colborne .....	96 00		96 00		96 00
Dunnville .....	156 00		156 00		156 00
Elora .....	179 00		150 00	29 00	179 00
Embro .....	74 00		74 00		74 00
Fergus .....	150 00		130 00	20 00	150 00
Fort Erie .....	81 00	24 00	81 00	24 00	105 00
Gananoque .....	164 00		164 00		164 00
Georgetown .....	156 00		156 00		156 00
Hawkesbury .....	140 00		140 00		140 00
Hespeler .....	95 00		95 00		95 00
Holland Landing .....	80 00		80 00		80 00
Iroquois .....	76 00		76 00		76 00
Kemptville .....	117 00		117 00		117 00
Kincardine .....	150 00		150 00		150 00
Lanark .....	62 00		62 00		62 00
Listowell .....	98 00		98 00		98 00
Merrickville .....	17 00	81 00	64 00	34 00	98 00
Mitchell .....	195 00		195 00		195 00
Morrisburgh .....	118 00		118 00		118 00
Mount Forest .....	115 00		99 00	16 00	115 00
Newburgh .....	120 00		120 00		120 00
Newcastle .....	100 00		100 00		100 00
New Edinburgh .....	37 00		37 00		37 00
New Hamburg .....	121 00		121 00		121 00
Newmarket .....	160 00		101 00	59 00	160 00
Oil Springs .....	140 00		140 00		140 00
Orangeville .....	88 00		88 00		88 00
Orillia .....	176 00		176 00		176 00
Oshawa .....	257 00		206 00	51 00	257 00
Pembroke .....	92 00		66 00	26 00	92 00
Petrolia .....	78 00		78 00		78 00
Portsmouth .....	130 00		92 00	38 00	130 00
Port Dalhousie .....	146 00		146 00		146 00
Preston .....	170 00		143 00	27 00	170 00
Renfrew .....	75 00		75 00		75 00
Richmond .....	60 00		60 00		60 00
Smith's Falls .....	125 00		125 00		125 00
Southampton .....	90 00		90 00		90 00
Stirling .....	92 00		92 00		92 00
Strathroy .....	130 00		130 00		130 00
Streetsville .....	83 00		83 00		83 00
Thorold .....	220 00		154 00	66 00	220 00
Trenton .....	200 00		135 00	65 00	200 00
Vienna .....	100 00		100 00		100 00
Waterloo .....	158 00		158 00		158 00
Welland .....	115 00		115 00		115 00
Wellington .....	80 00		80 00		80 00
Yorkville .....	183 00		183 00		183 00
Total .....	7219 00	105 00	6825 00	499 00	7324 00
<i>Recapitulation.</i>					
Counties and Districts .....	138702 86	156 00	135881 00	2977 86	138858 86
Cities .....	11506 00		8135 00	3371 00	11506 00
Towns .....	13083 16		10622 00	2467 86	13083 16
Villages .....	7219 00	105 00	6825 00	499 00	7324 00
Grand Total .....	170511 02	261 00	161463 00	9309 02	170772 02

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT FOR 1867.

## STATEMENT No. 1.—The Legislative Grant to Common Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 106.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January 1867, as per account of 1866.....		1557 00	By sundry payments from 1st January to 31st December, 1867.		
To proportion of Warrant for this service.....		161372 00	Cities.....	8135 00	
			Towns.....	10959 00	
			Villages.....	7390 00	
			Counties.....	135660 00	
					162144 00
			Balance on hand, 30th June, 1867, deposited to the credit of the Hon. Receiver-General.....		153 00
					162297 00
			Balance, 31st December, 1867.....		632 00
		162929 00			162929 00

## STATEMENT No. 2.—The Roman Catholic Separate School Apportionment.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 65, Sections 33 and 34.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance 1st January 1867, as per account of 1866.....		4933 77	By sundry payments from 1st January to 31st December, 1867, on account of 1866 and 1867, as detailed in Table F.		
Proportion of Warrants for this service.....		8628 00	Cities.....	3735 50	
			Towns.....	2456 74	
			Villages.....	438 62	
			School Sections.....	2838 32	
					9529 18
			Balance on hand 30th June, 1867, transferred to the credit of the Hon. Receiver General.....		33 29
					9562 47
			Balance, 31st December, 1867.....		4004 30
		13566 77			13566 77

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued.*

## STATEMENT No. 3.—The Poor School Fund.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance 1st January, 1867, as per account of 1866 .....		13 00	By payments to various Counties, in aid of the following Schools, from 1st January to 31st December, 1867.		
To proportion of Warrants for this service .....	1200 00		<i>Carleton :</i>		
Cash refunded by County Peterborough .....	14 00		5, Nepean .....		10 00
		1214 00	<i>Leeds :</i>		
			2, Leeds and Lansdowne Front .....		30 00
			<i>Lanark :</i>		
			3, Dalhousie .....		25 00
			<i>Renfrew :</i>		
			3, Alice, \$15; 4, Alice, \$10 .....	25 00	
			5, Bagot, \$10; 4, Brudenell, \$14 .....	24 00	
			1, Griffith, \$35; 10, Westmeath \$10 .....	45 00	
			11, Westmeath, \$10; 8, Ross, \$10 .....	20 00	
			<i>Frontenac :</i>		114 00
			1, Barrie, \$12; 2, Barrie, \$12 .....	24 00	
			5, Barrie, \$12; 6, Barrie, \$12 .....	24 00	
			7, Bedford, & 13, Loughborough .....	12 00	
			1 and 2, Clarendon .....	60 00	
			1, Olden, \$20; 4, Olden, \$20 .....	40 00	
			2, Oso, \$15; 16, Portland, \$20 .....	35 00	
			<i>Hastings :</i>		195 00
			Tp. Bangor, \$20; Dungannon, \$20 .....	40 00	
			6, Elzevir, \$20; 4, Hungerf'd, \$20 .....	40 00	
			20, Hungerford, \$20 .....	20 00	
			<i>Peterborough :</i>		100 00
			1, Dysart, \$10; 10, Methuen, \$30 .....	40 00	
			1, Minden, \$20; 2, Minden, \$20 .....	40 00	
			9, Minden, \$20; 4, Snowdon and Lutterworth, \$14 .....	20 00	
				14 00	
			<i>Victoria :</i>		114 00
			6, Carden, \$15; 7, Carden, \$15 .....	30 00	
			1, Digby .....	10 00	
			5, Digby and Laxton .....	10 00	
			Tp. Macaulay (Bracebridge) .....	30 00	
			Tp. Stephenson .....	15 00	
			<i>Simcoe :</i>		95 00
			Morrison and Muskoka .....	24 00	
			13, Oro .....	20 00	
			<i>Norfolk :</i>		44 00
			3, Charlotteville .....	40 00	
			<i>Huron :</i>		40 00
			2, Morris .....	35 00	
			<i>Bruce :</i>		35 00
			1, Amabel, \$15; 3, Amabel, \$10 .....	25 00	
			5, Amabel, \$20 .....	20 00	
			<i>Essex :</i>		45 00
			D Malden .....	10 00	
			15, Colchester .....	12 00	
					22 00
					869 00
			Cash received, remitted to Hon. Receiver-General .....	14 00	
			Balance in hand, 30th June, transferred to the credit of the Hon. Receiver-General .....	105 00	
					119 00
			Balance, 31st December, 1867 .....		239 00
		1227 00			1227 00



TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued.*

## STATEMENT No. 4.—The Normal and Model Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Sections 119 and 120).

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To balance 1st January, 1867, as per account of 1866.....		1745 48	By salaries and wages.....	9882 86	
“ Proportion of warrants for this service, including special credit of \$4,000 for steam heating apparatus for the new building....		21000 00	“ Books, apparatus and school requisites.....	1000 00	
“ Model School Fees and other receipts.....		3637 03	“ Printing.....	349 51	
“ Proceeds of Municipal Debentures matured, and interest thereon, on account of certain donations held in trust for the purchase of prizes for the Normal and Model Schools.....		1189 06	“ Light, water and fuel.....	1485 40	
			“ Premium on insurance.....	524 71	
			“ Furniture, repairs to roof, furnaces, &c., and contingencies....	2722 33	15964 81
			Expenses of grounds, and garden-er's wages.....		463 01
			“ Steam heating apparatus, balance of contract for old building	600 00	
			“ Extra screens for coils of steam pipe.....	768 07	
			“ Paid on account of contract for heating apparatus for new building.....	3300 00	4668 07
			“ Re-investment of proceeds of matured Debentures for prizes, in Canada Permanent Building Society, temporarily, afterwards in Dominion stock.....		1189 06
			“ Balance on hand 30th June, 1867, transferred to credit of Hon. Receiver General.....	321 02	
			“ Amount of cash receipts similarly remitted.....	3637 03	3958 05
					26243 00
			Balance, 31st December, 1867.....		1328 57
		27571 57			27571 57

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued.*  
STATEMENT No. 5.—Public School Libraries, Maps and Apparatus, and Prize Books.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 20).

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$	cts.		\$	cts.
Net amount received from Municipalities, School Sections, &c., for libraries, as per Table N, being half-price of books supplied.....	1702	42	By Balance 1st January, 1867, as per account of 1866 .....		1344 99
Net amount received from Municipalities, School Sections, &c., for maps, apparatus and prizes, as per Table O, being half-price of articles supplied.....	14135	10	“ Books, maps, prints, &c., purchased in Great Britain, \$12185 33		
Sales in Depository of books for Sunday Schools and Mechanics' Institutes, and of text books and other school requisites at catalogue prices and for school purposes only, during the year.....	4642	17	“ do purchased in U. States, 1957 06		
Proceeds of a special sale of text books and other articles not now required in stock.....	2711	48	Including exchange and duty 14142 39		
Amount refunded for overcharged freight.....	15	89	“ Books purchased in Montreal. 96 35		
Amount refunded for overcharged exchange.....	10	00	“ Books, maps, globes, school apparatus, map and globe mounting and colouring in Toronto....	9211	45
To proportion of warrants for this service .....		32032 40		23450	19
			“ Paid for freight, cartage, printing, boxes, wrapping paper, fittings, fuel, insurance, packing, salaries and miscellaneous expenses, including publishers' packing charges.....	7026	97
			“ Cash returned for a cancelled sale.....		30477 16
			Amount of cash receipts deposited to the credit of the Hon. Receiver General.....		24 00
					23217 06
					55063 21
			Balance 31st December. 1867.....		186 25
		55249 46			55249 46

STATEMENT No. 6.—The Superannuated Teachers.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120).

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
To balance unexpended 1st Jan., 1867, as per account of 1866.....	\$ cts.	\$ cts.	By payments of pensions from 1st January to 31st December, 1867, on account of 1866 and 1867, as per Table P .....	\$ cts.	\$ cts.
To proportion of warrants for this service .....	4500 00	2048 82	" Amount of special grant of \$2000, temporarily invested in C. P. Building Society, afterwards in Dominion stock .....		4161 71
" Proportion of warrant for special grant to be added to the fund .....	2000 00	6500 00	" Amount of balance on hand 30th June, 1867, transferred to credit of the Hon. Receiver General.....	280 24	
Subscriptions from teachers during the year .....	175 00		" Amount of cash receipts similarly deposited .....	205 00	485 24
Three months' interest on investment of special grant of \$2000....	30 00	205 00	"Amount of subscriptions repaid teachers withdrawing from the fund .....	153 00	153 00
			" Balance 31st December, 1867. ....		6799 95 1953 87
		• 8753 82			8753 82

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued.*

## STATEMENT No. 7.—The Educational Museum, School of Art, and Practical Science Fund.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January, 1867, as per account of 1866.....		12261 68	By Books, Periodicals, Documents, Works of Art, and Binding, Picture Framing, &c., in Toronto.....	1022 76	
Proportion of Warrants for this service.....		1500 00	Exchange on London for Expenditure on this account in Great Britain (\$1853 60 refunded).....	8507 03	
Proceeds of Duplicate Books, &c., disposed of.....	114 02		Expended in Montreal, Quebec and Halifax.....	393 04	
Portion of Exchange on London refunded, \$1489 65, \$363 95.....	1853 60		Expended in New York and Boston.....	83 50	
		1967 62	Proportion of purchases in Great Britain chargeable to Libraries, Maps and Apparatus Account, and so transferred in 1868.....	2106 33	
Balance, 31st December, 1867.....		184 39	Fuel, Insurance, Fittings, Freight and Laborers' wages.....	897 75	13010 41
		15729 30	Balance on hand, 30th June, 1867, transferred to credit of the Hon. Receiver-General.....	935 66	
			Cash Receipts similarly remitted..	1967 62	2903 28
		15913 69			15913 69

## STATEMENT No. 8.—The Journal of Education for Ontario.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 104, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January, 1867, as per account of 1866.....		418 35	By Printing and Mailing the <i>Journal of Education</i> for 1867, and for all expenses of the publication.....	1975 76	
To proportion of Letters of Credit for this service.....		1900 00	Amount of Cash Receipts remitted to the Hon. Receiver-General.....	118 95	
To sales, subscriptions and advertisements during the year.....		118 95	Amount of Balance on hand 30th June, 1867, transferred to credit of the Hon. Receiver-General.....	226 59	2321 30
			Balance, 31st December, 1867.....		116 00
		2437 30			2437 30



TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued.*

## STATEMENT No. 9.—The Inspection of Grammar Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To proportion of Warrants for this service.....		2000 00	By Rev. G. P. Young, M.A., Inspector, 1867.....		2000 02
Balance, 31st December, 1867.....		02			
		2000 02			2000 02

## STATEMENT No. 10.—The Grammar School Fund.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 63, Sections 3 and 9. Act 29 Victoria, Chapter 23.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January, 1867, as per account of 1866.....		26847 00	By sundry payments on account of 1866 and 1867, as per Table G....	53691 00	
Proportion of Warrants for this service, on account of 1867.....		55294 00	Payments to Observers at Nine Meteorological Stations, on account of Observations in 1866 and 1867.....	1355 00	55046 00
			Balance on hand to 30th of June, 1867, transferred to the credit of the Hon. Receiver-General.....		155 00
			Balance, 31st December, 1867.....		55201 00
		82141 00			26940 00
					82141 00

STATEMENT No. 11.—Balance Sheet, Department of Public Instruction for Ontario, for the year ending 31st December, 1867.

R E C E I P T S .					S E R V I C E .					P A Y M E N T S .				
Balance unex- pended 1st Jan., 1867.	Cash Receipts for the year 1867.	Warrants from Finance De- partment.	Over-expended on 31st Dec., 1867.	TOTAL.						Over-expended on 1st Jan., 1867.	Payments by cheque, 1867.	Deposited to credit of the Province.	Balance unex- pended 31st Dec., 1867.	TOTAL.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.						\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1557 00		101372 00		162929 00	Common Schools.....					162144 00	153 00	632 00	162929 00	
4938 77		8628 00		13566 77	Separate Schools.....					9529 18	33 29	4004 30	13566 77	
13 00	14 60	1200 00		1227 00	Poor Schools.....					869 00	119 00	239 00	1227 00	
1745 48	4826 00	21000 00		27571 57	Normal and Model Schools.....					22284 95	3958 05	1328 57	27571 57	
	23217 06	32032 40		55249 46	Libraries, Maps and Apparatus.....					1344 99	23217 06	186 25	55249 46	
2048 82	205 00	6500 00		8753 82	Superannuated Teachers.....						6314 71	485 24	1953 87	
12261 68	1967 02	1500 00	184 39	15913 69	Library and Museum.....						13010 41	2903 28	15913 69	
418 35	118 95	1900 00		2437 30	Journal of Education.....						1975 76	345 54	2437 30	
		2000 00	02	2000 02	Grammar School Inspection.....						2000 02		2000 02	
26847 00		55294 00		82141 00	Grammar Schools .....						55046 00	155 00	26940 00	
49830 10	30348 72	291426 40	184 41	371789 03						1344 99	303675 19	31369 46	35399 99	371789 03









---

---

PART III.

—

A P P E N D I C E S.

1867.

---

---





APPENDICES TO THE ANNUAL REPORT  
OF THE  
NORMAL, MODEL, GRAMMAR,  
AND  
COMMON SCHOOLS  
IN THE PROVINCE OF ONTARIO,  
FOR THE YEAR 1867.

---

APPENDIX A.

EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN ONTARIO, RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS AND VILLAGES, FOR THE YEAR 1867.

I. COUNTY OF GLENGARRY.

BENEFICIAL INFLUENCE OF THE GRAMMAR SCHOOLS—DEAD-WEIGHT TRUSTEES—HOPES OF ANOTHER GENERATION.

1. *The Reverend Adam F. McQueen, Kenyon.*—All our schools are in active operation except one, and all on the free system. We have nineteen schools within the limits of the township, and two Union Sections. In this township, we are furnished with excellent teachers.

*Beneficial Influence of the Grammar Schools.*—The Grammar Schools in our vicinity have a powerful influence for good upon our Common Schools, for almost all our teachers come to us from the Grammar Schools, and are well prepared for the duties devolving upon them as Common School Teachers. We have one Normal School Teacher, and twelve with first class certificates from the County Board, and the remainder of them have Second Class Certificates.

*Dead-weight Trustees.*—But I am sorry to say that many of our Trustees prove a dead weight upon our excellent system of education. More than one-half of our schools are without maps or black-boards, and I fear much that this evil will not be mended until our present scholars become Trustees. But the want of maps is greatly remedied by the excellent ones we have in our unequalled geographies (Lovell's).

*Hopes of Another Generation.*—But notwithstanding our drawbacks, our noble educational machinery progresses mightily, and by means thereof our young Dominion will be able to take her stand with any other kingdom under the sun in point of learning and intelligence.

## II. COUNTY OF STORMONT.

FREE SCHOOLS—WANT OF MAPS—ABSENCE OF SCHOOL LIBRARIES—PRIZES—NON-ATTENDANCE—SOME GOOD TEACHERS—POVERTY-SOULED TRUSTEES.

2. *William Millar, Esquire, Osnabruck.*—*Free Schools.*—In this township the schools are all on the free system with the exception of three. We had in December a competitive examination which, although in some respects unsatisfactory to me, owing to the imperfect arrangements for carrying it out; yet, upon the whole, I think it had a very good effect upon both teachers and pupils, and will be the means of arousing and bringing into vigorous exercise the talents and powers of the teachers.

*Want of Maps.*—I have noticed on my visits a total absence, in nearly all the schools of this township, of maps and other school apparatus. I will during the present year, strongly urge upon the Trustees a greater spirit of liberality in providing the teachers with these great aids to their calling. It is not merely that the duties of the teacher would be made easier by the providing of these appliances, but the work itself to the pupils would be made easier and more attractive.

*Absence of School Libraries.*—You will observe a total absence of school libraries. This is certainly not as it should be, but I fear for a time, at least, the evil cannot be remedied. It is not possible that a small, well selected library in connection with each School Section could fail to have a good influence, not only upon the pupils, but upon the whole section.

*Non-attendance.*—With regard to the very considerable number not attending any school, the Trustees generally give the indifference of parents as a reason for non-attendance. In a few cases it may be that poverty of the parents renders them unable to clothe their children as they should be to attend school, and in a few others the same cause may render necessary the keeping children at home to aid in work; but I am satisfied that in the greater number of cases, the true cause is assigned, that the gross and inexcusable neglect of parents is the real cause. In this township the schools are, with three exceptions, free, so that the inability to pay a rate-bill, or the feeling which would prevent them sending their children as indigent, cannot be urged in excuse. The people, generally, are abundantly able to provide their children with necessaries to enable them to attend school. General regulations regarding religious instruction are not generally followed. Revised programme for County Board is followed and questions are printed.

*Prizes.*—Although several sections are marked as having distributed prizes, the number distributed has been small. The effect has apparently been good. Number not attending school still very large, being 252 out of a total school population of 1,816.

*Some good Teachers.*—I find the best schools in this township are those in charge of teachers who have been retained by the section for several years in succession, and we have a number of that kind of both sexes, who are a credit to the profession, and an honour to the Trustees who employ them. We have also some very comfortable and convenient school houses, with a large attendance of well trained and well taught pupils, as far as they have been advanced.

*Poverty-Souled Trustees.*—It is but too common a practice for Trustees to change teachers from year to year, and sometimes for shorter periods, owing perhaps to the fact that another teacher can be procured at a dollar or two per month less. The economy, if such it can be called, is a mistaken one, as more time is lost in eradicating the system of the preceding teacher, and replacing it by one possibly no better, and perhaps worse, than the few dollars saved amount to. The tendency too is rather to discourage pupils. Many of our Trustees, in engaging a teacher, pay too much attention to the dollars to be paid, and too little to the qualifications of the teacher. The fault, however, is mainly with Trustees, many of whom enquiring for male teachers, will offer less than the price they pay their farm labourers, and this too for a full grown man, as nothing less will suit. With female teachers the case is still worse. After paying board the majority of them have left less than they could command as servants. This can really be no inducement to the better class of students of both sexes to enter upon the profession. Into the hands of the teacher is committed not only the mere education, but to a certain extent the formation of the characters of the pupils; and it certainly seems strange that parents will hesitate



to pay more to one, into whose hands they commit so grave a charge, than they willingly pay him who has charge of their animals.

### III. COUNTY OF DUNDAS.

#### NO PUBLIC LIBRARIES—POOR LOCAL SUPERINTENDENTS—POOR TEACHERS—POOR SCHOOL HOUSES—POOR SCHOOLS.

3. *J. R. Cousens, Esquire, M.D., Mountain.*—Non-attendance of children at school is caused by negligence of parents, necessity for children working some portion of the time, and extreme poverty in some few cases. As a general thing, I find the parents anxious to take advantage of the means of education wherever practicable. I do not think the general regulations regarding Religious instruction are strictly followed. Reading the Scriptures at closing school, and occasionally a prayer may be used, but the exception forms the rule.

*No Public Libraries.*—There are no public libraries in this township. The inhabitants of Mountain are not a reading people. My profession necessarily gives me acquaintance with many things of which I would otherwise be ignorant. It is a very rare thing to find a book in a farmer's house, save the Bible and school books. Many of the parents are unable to read or write, and their families are not yet sufficiently awake to the necessity for any more knowledge. There are, of course, exceptions. Those portions of this township peopled by Presbyterians present a different aspect. The Sunday School libraries are taken good care of and circulated among the families to which the scholars belong, and are beneficial in their province, but they do not supply the place of good township libraries. The distribution of prizes is anything but general—wherever practised, it produces emulation and praiseworthy strife among the scholars.

*Poor Local Superintendents.*—As this is the only time I may have an opportunity of addressing an official communication to the Department, it is my wish to say that the cause of education in this township is very backward. I have already adverted to the improper course pursued by the Reeves in general in the appointment of Superintendents, and find that for three years, some School Sections in this township have not been visited more than once by the Local Superintendent. It has been the fashion to accept the appointment, and get all that could be got out of it—sometimes doing the visitations by deputy, occasionally, neglecting them entirely.

*Poor Teachers.*—The School Trustees appear determined to exercise a false economy, not only by hiring the cheapest teacher that can be got, but by doing as little as possible for school purposes.

*Poor School-houses.*—Maps are very scarce—the majority of the school-houses are deficient in every thing necessary for private convenience.

*Poor Schools.*—Some of the buildings are not water-tight, it being compulsory on the teacher to adjourn the school, or take a thorough wetting. If there can be any thing done to remedy these evils, I am anxious to get it done.

#### SLOTHFUL TRUSTEES—THEIR BANEFUL INFLUENCE UPON PARENTS, TEACHERS, PUPILS—GOOD TRUSTEES AND TEACHERS—OBJECTIONS TO THE MODES OF TEACHING AND EXAMINING TEACHERS.

4. *William Johnston, Esquire, Matilda.*—*Slothful Trustees—Their Baneful Influence upon Parents, Teachers, Pupils.*—I regret to have to complain of the carelessness of those Trustees who do not furnish the information required by their annual report, thereby making it impossible to give a correct report of the state of their schools. It is discouraging to find that some of their reports show a thoughtlessness of the importance of those duties which, if not made imperative by law, would not be observed out of free will. Such instances of disregard to the duties of the office, point to the evil of electing Trustees who have no correct ideas of the responsibilities of the office, and therefore give no heed to the discharge of its duties. It matters not how faithful the servant may be, if the master be slothful, the work will not prosper. And so of our schools: if the parties to whose care and management they are committed neglect their duties, I see not why the teacher and

pupils may not feel the influence and take the example. Where Trustees and parents show an indifference to educational advantages, and the means which, in the economy of education, must be used in order to make schools effective, there I find the state of the school is defective; and the mode of operation such as to discourage, rather than invite, either the attention or attendance of children, and hence a cause of that non-attendance of which we complain.

*Good Trustees and Teachers.*—But not so where Trustees make it a matter of conscientious duty, as due to their children, their country and their God, to use every possible means to make the schools of their charge effective, in both a social and literary point of view. Such men, as a means to this end, are careful to select the most competent teachers, not allowing self-interest, religious bigotry, or selfish favouritism to divert them. This gives satisfaction, and invites the parties concerned to co-operation. And if the teacher be moved by that sincerity of desire for educational success which his duty should dictate, he will encourage school examinations, and suggest to parents the use of *prizes*, and devise such other means as may make those occasions profitable and entertaining. And when the parties unite in the effort to make the school-room the test of their educational ambition, the cause of practical education is made to bring with it its own *stimulus*, and in the presence of its refining influence, apathy loses its power, and impulses of a higher nature take its place. Of the sections worthy our acknowledgments in this respect, Nos. 9, 9 union, 13 and 16 stand foremost, and we hope No. 1 will not be inferior. In these sections, a desire to make schools efficient and respectable, predominates. Here, our visits are favoured with an encouraging attention. In these sections, the motive power seems to be created by incentives to competition, and to this end the teachers use their energies so happily that, to the pupils, study becomes an exercise so delightful that it is found difficult to restrain from it.

*Objections to the Modes of Teaching and Examining Teachers.*—It has been said that, in order to remedy the impediments, the “Standard of Education” should be raised by using more strictness in the examination of teachers. I see not how the critical technicalities of the examiner can be turned into a substitute for the innate, intellectual adaptations of the teacher to his business. The supposition that a change, or any difference made in the mode of examination, could affect, or raise the standard of education, is fallacious; and betrays ignorance of the position given to that standard in the economy of our wisely adapted school system. As before hinted, it is in the school room this can be done; it is by the exertions of Trustees and parents, united with those of energetic and earnest teachers, that this standard can be raised to the degree of perfection in which it is presented to us in the requirements of our excellent school system. Nor do our written modes of examining teachers appear to aid in these matters: true, it is an easy, quiet way of counterfeiting the form of a process, by which the opportunity of testing the intelligence, of searching the understanding, and defining the intellectual adaptations of the teachers, should be secured; but this opportunity the written mode does not seem to afford.

#### APATHY WITH FEW EXCEPTIONS—OBJECTIONS TO WRITTEN EXAMINATION OF TEACHERS.

5. *John J. McLaughlin, Esquire, Williamsburgh.*—*Apathy with few exceptions.*—The popular tone of this township is in favour of education. But while we befool ourselves, invoking the aid of Hercules, *time for improvement is passing away*, youth attaining the years of maturity, the proper means for the attainment of knowledge neglected, school sectional and township libraries never thought of; and generally the most incompetent teachers employed, because they will accept any pittance for their incompetent services. But while I thus condemn the general apathy in educational matters, I am glad to state that there are some exceptions—exceptions both as to the qualifications of some of our teachers, and the progressive spirit of some of the people, in reference to intellectual improvement. There are twenty-two school houses in this township (union inclusive), and out of this number only two are worthy of the name; the others are wooden buildings, the greater number of which are not only too small and badly furnished, but in a worn out and ruined condition. There will be two new school houses erected next summer,



one of stone, the other of brick. This is a step in the right direction, and it is also to be observed that the number of non-attending children is on the decrease. This speaks well for the future. What is most wanting, and of which I most complain, is the want of proper means for the attainment of thorough knowledge—such as maps, apparatus, &c., &c. All our schools are wanting in this respect.

*Objections to written examination of teachers.*—I have observed that most of the Superintendents, in reporting their methods of conducting the examination of teachers, conclude their remarks by stating that the “questions are all printed.” Now, although there is such an amount of talent in favour of printed questions and written answers, eleven years experience at a Board of Public Instruction has convinced me that the *viva voce* method is decidedly the best in every point of view. It has one primary advantage, namely, that of giving different questions to every candidate, thus preventing copying and “wire pulling,” often very dexterously practised at such places. It is the best for finding the aptitude of the candidate for the work in which he is about to be engaged. It is the best in point of time, because double work can be done in a given period. These and similar considerations have given preference to the oral examinations at our Board. I may also remark here that the remuneration given to Superintendents is so nominal in comparison to the amount of labour they have to perform, and the tenure of office so uncertain, no matter how faithfully and efficiently he may discharge his duty, that the position is a very unenviable one. It is much to be lamented that so few of our schools are opened and closed with prayer. I have more than once condemned, in very strong language, this ungodly practice; and I have just reason still to marvel why any instructor of youth can be so dead and so insensible of the nature and character of the position he occupies, as to neglect *the very part of his duty* which gives dignity to his profession and secures the approbation of Heaven. In conclusion, if our Canadian youth are not properly educated, the sole blame rests with the people themselves; they have every facility, every advantage which one of the best systems of public instruction in the world can afford.

#### TWO GOOD SCHOOL HOUSES—OTHERS PIG STYE SCHOOL HOUSES—SUPERIORITY OF WRITTEN EXAMINATIONS OF TEACHERS—NEGLIGENT TRUSTEES—BEHIND THE TIMES.

6. *The Reverend Christopher R. Bell, M.B., Mountain.*—*Two Good School Houses—Others Pig sty School Houses.*—I am glad to say there are two new brick and stone school houses erected in the township, which are much more commodious than the former wretched log ones were; but with these exceptions, the school houses remain much the same as last year. They are nearly all log buildings, low, generally dirty, and many very dilapidated. *Some are only fit for pig styes.* In the case of one of the new school houses, I have persuaded the Trustees to put up *conveniences for the children*, and most likely the other new one will also have them. I also tell our Trustees that if they were to plant some *ornamental trees* around the school houses, it would add to the comfort of the children in their play hours, screen the building from the burning rays of the sun during summer, and act as a shelter from the piercingly cold wind of the winter.

*Superiority of Written Examinations of Teachers.*—We have now introduced the *printed examination papers* at our Board of Public Instruction, and I find they work very well. We are much more able to correctly estimate the attainments of the candidate than we were before, when they were examined only *viva voce*. In fact, in my opinion, there is no comparison between the systems. At one of our sittings this year (1867), we had to reject no less than *seven candidates* out of thirty-three. *Not one of these seven was at all fit to undertake the office of teacher.* Under the old system most, if not all, would doubtless have passed muster and obtained some kind of certificate. Thus a *great injustice* would have been done to the children entrusted to their care, and the money of their parents thrown away. I shall be heartily glad when your proposed new scheme comes into full operation, for until then, or some such system is adopted, there is not much hope for the proper teaching of the poor children in these back townships.

*Negligence of Trustees.*—I have endeavoured to enlist the sympathies of the Trustees generally in providing maps and school apparatus for their schools, but, for another year,



to no purpose. The Trustees show no interest in the schools, as a rule; of course there are some honourable exceptions, but they are few and far between. They find themselves in office, and they try to get through their term with *as little trouble as possible*, being afraid lest if they stir in any matter, *their pockets will have to suffer*. The result of this is, one frequently finds the school house dirty, low and disgraceful; the teacher inferior (for they wont pay a good one); the scholars scanty in their attendance, very often dirty and neglected (much more so than the teacher ought to allow); \*one dirty book for half a dozen scholars, and half the subjects on the list not taught at all.

*Behind the Times.*—I think, as a rule, throughout the Township of Mountain, the people generally are at least *a quarter of a century behind the times in which we live*. It is to be sincerely desired that they will soon awake from such a lethargy, stir themselves up, show themselves to be men, in the best acceptance of the term, and lay themselves out a great deal more than they have hitherto done *for the benefit of the rising generation*.

#### IMPROVEMENT IN TEACHERS—EVILS OF POLITICAL APPOINTMENTS OF LOCAL SUPERINTENDENTS—SOME ENCOURAGING SIGNS.

7. *The Reverend William Ferguson, M.A., Winchester.*—*Improvement in Teachers.*—I have to report the gratifying fact that the semi-annual examinations of teachers for the east circuit of this county, in the past year, have exhibited a greater number of candidates possessed of high average qualifications than on former occasions. If, by more searching examinations, the number of first-class teachers has been reduced, yet no one has encountered our examination who has not, after trial, been found fully qualified to hold some one or other of the varied grades into which teachers have been divided. Our Municipal Council of the United Counties of Stormont, Dundas and Glengarry, early in last year, for educational purposes, divided this county into two circuits, having two distinct Boards of Education. A measure which I cannot help regarding as a step in a retrograde direction, while assuredly it has been already productive of difficulties.

*Evils of Political Appointments of Local Superintendents.*—There is another evil connected with our present system that must soon find a remedy, else the consequences cannot but be disastrous to the cause of education. I mean the making the office of Superintendent of Schools the reward of political truckling, or ecclesiastical sycophancy. A system is creeping in by which dismissal from office is the consequence neither of incapacity nor negligence, and promotion to the office is not the reward of well-approved adaptation to that situation. When clergymen, professional gentlemen, and retired teachers of high standing and long-matured experience are dismissed or compelled to retire, to make way for lads holding subordinate situations in country stores, or effete teachers who never held a higher than a third-class certificate, then the lofty cause of education becomes degraded, and suffers in all its members and in all its interests. The Local Superintendent of Schools ought to be one not owing his appointment to political partizanship, nor holding that appointment dependent on the ascendancy or caprice of local politicians. His duties are not light, when faithfully performed, and anything that might impede his usefulness or negative his independence must militate against the progress of education.

*Some encouraging signs.*—In reporting on the condition of the schools in this township, I am glad to be able to record the fact that a general spirit of improvement is manifested. If School Trustees would be only more liberal in the sum tendered as the teacher's salary—and I am happy to say that some are becoming more liberal—and if they were less anxious for changing their teachers, I am sure that instruction, education and school discipline would flourish more. It is gratifying to find that education is becoming more and more appreciated, as its beneficial results are becoming apparent. It is becoming more divested of mere dull and often irksome routine, and is fulfilling its purpose of teaching the association between ideas and words, the relation between figures and facts, and the power of analysis in discovering and guaranteeing truth. When the improvements contemplated in the educational system in this Province have been adopted in all their integrity, I am now fully persuaded that they will eventuate in elevating more highly the standard of education, and will confer inestimable benefits on the inhabitants of this land.

## IV. COUNTY OF PRESCOTT.

## NOTHING ENCOURAGING.

8. *Colin Dewar, Esquire, Hawkesbury East.*—*Nothing Encouraging.*—The average in several sections is small, owing to the prevalence of measles among the children. I find a very large proportion of children not attending any school whatever, the cause for the most part being poverty and indifference of parents. There is very little religious instruction given in any of the schools, some of the teachers do not use the Bible at all. I cannot say what the programme of the County Board is, as I was not notified of the July meeting, and did not attend the December meeting. So far as I can ascertain, no Sunday Schools are open in this township, and there are no Common School Libraries. I cannot, as this is my first year of office, inform you as to the progress of education in this township, but in my next, shall be able to report at greater length.

## A LIBERAL TOWNSHIP COUNCIL—ENCOURAGING CIRCUMSTANCES.

9. *Alexander McLean, Esquire, Plantagenet South.*—All the schools in the township, with but one exception, are in need of a supply of maps and apparatus, and even that one wants more. I have suggested to the Trustees in all the School Sections under my superintendence the propriety of furnishing their schools with those requisites, and I believe they intend to act upon the suggestion.

*A Liberal Township Council.*—The apparatus furnished by the Municipal Council, and which I exhibited and explained in the schools I visited, has had a good effect, conveying to the minds of the pupils, by ocular demonstration, in one lesson what they could not comprehend otherwise in many weeks. By remarks I heard from some of the Trustees, they seemed anxious to have similar apparatus belonging to the school.

*Encouraging Circumstances.*—The Public Township Library is well circulated and eagerly read. Our Municipal Council deserves much praise for their liberality in educational matters. I anticipate a public examination of all the schools in the Township before the end of the year; I consider it to be one of the best means to arouse a spirit of emulation and ambition, not only among teachers as well as scholars, but also among the Trustees of the various sections concerned. There have been two new School Sections organized in the township this year—Nos. 8 and 9; one of which (No. 8) is in operation already, and the other will be before long.

## V. COUNTY OF RUSSELL.

## EVILS OF SMALL SCHOOL SECTIONS—PRIZES.

10. *James McCaul, Esquire, Clarence.*—There were eleven schools in operation in this township during the past year, and I am happy to say that the schools in general are doing well. The attendance is not what it should be, partly owing to indifference of parents, and, in some instances, to distance from school-house and bad roads.

*Evils of Small School Sections.*—The Municipal Council established another School Section during the past year, so that there will be twelve schools in this Township this year, but I am afraid that if the people will persist in dividing the School Sections and forming new ones, they will ruin the schools. Salaries of the teachers are miserably small in this township already, and by increasing the number of sections, the smaller salaries will be given. Some of the teachers are deserving of far higher salaries than they are now receiving, although one or two may be getting more than they deserve.

*Prizes.*—Prizes were distributed with good effect in a few of the schools. The books in the libraries are well taken care of, but an addition to them is much required. The schools, with few exceptions, are in want of maps.

## INDICATIONS OF PROGRESS—ONLY ONE THIRD-CLASS TEACHER EMPLOYED.

11. *The Reverend James C. Smith, M.A., Cumberland.*—*Indications of Progress.*—It gives me pleasure to report visible progress in the condition of the Common Schools in



this township during the past year. I do not think that the number now existing (nine) meets the educational requirements, so that in one or two instances I have advised that application be made to the Municipal Council for additional sections. The progress that I remark refers not so much to any great improvement in the character of the school houses, or to an increase of attendance, as to the qualifications of the teachers. Formerly those holding third-class certificates were almost in every case preferred by the Trustees on the ground, I presume, that their services were available at the cheapest rate. A somewhat lengthened experience, however, has produced the conviction that money thus invested is a ruinous and short-sighted policy. By this I do not imply that there is any *immediate* danger of our Trustees overstepping the bounds of an enlightened liberality. This will be readily admitted, when I mention that the highest salary at present obtained by any teacher in the township is \$270, and the lowest \$100, without board.

*Only one Third-class Teacher employed.*—There is only one third-class teacher now employed, and this *worthy* is, of course, the recipient of the munificent (?) sum of \$100 per annum. The valuation put upon the services rendered is, in this instance at least, by far too high. The majority of our teachers begin to understand the character of their office, that their duty is to educate as well as to instruct; and in proportion to the degree of their intellectual and moral worth, I invariably find that they command respect and confidence, and that there is less occasion for that servile pandering to public caprice which prevails to a lamentable extent in many sections. The prescribed programme for examination is strictly observed by the Board of Public Instruction, so that this agency as a guardian of the educational interests of the County of Russell is rising into universal favour, except with those who are *plucked* at its annual sittings. So far I have been unable to secure a good attendance to listen to lectures on education. Nevertheless, I address the few who do not regard an hour thus occupied as misspent. The Bible, I am happy to say, is read in all our schools, with but a solitary exception. What more befitting than that a free Gospel should go hand in hand with a free system of secular education.

## VI. COUNTY OF CARLETON.

SIGNS OF IMPROVEMENT—BUT THE BEST TEACHERS SOON LEAVE THE PROFESSION.

12. *The Reverend C. P. Emery, Fitzroy.*—*Signs of Improvement.*—Five sections in Fitzroy have built good and spacious school houses, and other sections contemplate following their good example. Education has progressed during the past year in accordance with the ability of teachers to impart instruction.

*But the best Teachers soon leave the Profession.*—I find that the most competent teachers leave the profession of teaching in a few years to follow some other more remunerative, if not more honourable. I often regret that the scholastic profession does not hold out more inducements for talented men to give themselves up to it for the whole period of their life. It is a great hindrance to the progress of education that there should be a constant change of badly qualified teachers for well qualified ones. Could not the Legislature of the country pass some law whereby the teachers' salary might be increased, and some better provision made for them in the event of being disabled by over-exertion or old age?

## VII. COUNTY OF GRENVILLE.

ELEMENTS OF PROGRESS—GOOD EFFECTS OF DEVOTING THE CLERGY RESERVES TO EDUCATIONAL PURPOSES.

13. *Robert E. Brown, Esquire, Augusta.*—*Elements of Progress.*—All the Common Schools in this township have been in operation during the past year, and I have pleasure in stating that the teachers have, with few exceptions, given general satisfaction. In some School Sections the Trustees pay their teachers salaries which reflect credit upon their liberality, but in others the salaries offered are too small to secure the services of the best teachers. I am inclined to believe that the condition of schools would be materially improved, if five Trustees, elected by the people, and receiving the same pay for their services as the Municipal Council, should supersede the number now acting for the twenty-four schools.



*Good effects of devoting the Clergy Reserves to Educational Purposes.*—Other townships may now regret having applied their Clergy money to roads, bridges, and other purposes; but this township can boast of having invested it for school purposes, the interest of which for last year was \$955 51, which, added to the Legislative and County Grant, amounted to \$2,235 51. Some schools are supported altogether by their apportionment of the public moneys.

#### IMPROVEMENTS IN SCHOOLS AND TEACHERS—RESULTS OF WRITTEN EXAMINATIONS OF TEACHERS—GOOD EFFECT OF PRIZES.

14. *The Reverend J. B. Mullan, Edwardsburgh.*—*Improvements in Schools and Teachers.*—Our schools are evidently improving. Our teachers, with a few exceptions, are well qualified to teach all the branches of a Common School education.

*Results of Written Examinations of Teachers.*—This efficiency is the fruit of a careful written examination by the District Board. Many of them, however, labour under serious disadvantages in not having their schools properly furnished. It is most difficult to convince many of our Trustees that maps, globes, blackboards, &c., are necessary appendages. I am sorry to say that there are no libraries in connection with the schools of this township. We had a fine township library, but it was destroyed by fire a few years ago.

*Good effect of Prizes.*—In our schools where the merit-ticket system (of your Department) and the distribution of prizes have been adopted, the very best results have followed. We hope to see the day when this system shall be introduced into not only every school in Edwardsburgh, but into every school in Ontario.

#### DEFECTS OF THE SCHOOLS—POOR SALARIES OF TEACHERS—INCOMPETENT LOCAL SUPERINTENDENTS.

15. *William S. Ralph, Esquire, Wolford.*—*Defects of the Schools.*—As this is the first year I have held the office of Local Superintendent of schools, I cannot say much with regard to the general progress of the schools in this township. But considering the facilities now existing, under an admirable school system for the acquirement of a good Common School education, and the social position of the people of this municipality, I must confess that some of the schools are not equal to my expectations. When, however, it is known, that in three of the schools only, are blackboards and maps used, to the mind of any person at all conversant with the management of a school, it is not hard to arrive at the true cause of the difficulty. But to the credit of the Trustees with whom I have spoken on the importance of supplying their schools with suitable apparatus, they have admitted the truth and invariably attributed the want of due progress to be owing in a great degree to this cause.

*Poor Salaries of Teachers.*—The next difficulty that presents itself to the friends of education in this place, is the scanty remuneration the teachers in general receive for their services, the highest salary paid in this township not being equal to the wages of the humblest section-labourer on the Grand Trunk Railway. What effect this course will produce, it is not difficult to predict, already I think it is making itself felt, and if continued for any great length of time, must inevitably prove highly injurious to the cause of education in this township. There is another serious defect in this municipality, though, perhaps not so intimately connected with Common School education as those already mentioned; yet it is of too much importance to be passed over unnoticed—it is the absence of anything in the shape of a public or Common School library within the boundaries of the township. This is certainly a sad state of things to contemplate, particularly when we look back at the last twenty years' work, during which the great minds of our country have been labouring to lay the foundation of a system of education, which, if properly carried out, must prove a blessing to future generations. I endeavoured to bring before the minds of the people—both trustees and others, the benefits to be derived from the establishment of good school libraries in their different school sections, and I am happy to state that the suggestion was met in almost every case by the approbation of the people; and the result will be, I hope, the introduction of good libraries into some of our best school-houses before long. The irregular attendance of children at school during the spring, summer and autumn months, is owing in a great degree to the high price of labour in the rural sections

during those periods of the year. Distance from the school-house, storms and bad roads are the principal causes of irregular attendance in winter.

*Incompetent Local Superintendents.*—We frequently hear it remarked that the office of Local Superintendent though anxiously sought after by some, is in many cases by the same individuals very poorly filled, and this I fear myself, is perhaps too often the case. The cause generally assigned for this, is the small emolument generally attached to the office; but looking at the exertions sometimes made to secure that office, one can hardly think that, in general, this is the case. My own experience leads me to think that the true cause of this very serious drawback in the working of our excellent school system is attributable in no small degree to a lack of knowledge on the part of many of our Local Superintendents, not only in the general management of a school, but even in the literary acquirements that our school law demands. A man may be a good practical farmer, or a successful merchant, but he may not make an efficient Local Superintendent of Schools without some practical knowledge in the art of teaching. In making the foregoing remarks, I have been guided more by my own experience in teaching during twelve years in this Province, than by anything I could have learned since I became Local Superintendent.

SCHOOL ATTENDANCE—RIGHTS OF CHILDREN SHOULD BE PROTECTED—PRIZES—SCHOOL HOUSES—NO THIRD-CLASS TEACHERS—EVILS OF CHANGING TEACHERS—REMEDY SUGGESTED—TEXT BOOKS—THINKS TOWNSHIP SUPERINTENDENTS BETTER THAN COUNTY SUPERINTENDENTS.

16. *The Reverend W. T. Canning, Oxford.*—*School Attendance.*—The attendance of the pupils during the past year has been pretty satisfactory, yet improvement in this respect is necessary. There is a most laudable desire on the part of parents to avail themselves of the advantages of our excellent system of education.

*Rights of Children should be Protected.*—A few parents are indeed careless respecting the sending of their children to school, but their number is not large; and if a change were made in the school law as proposed, rendering attendance at school for at least four months in the year compulsory, it would, I believe, be an improvement, by thus *maintaining the rights of children* who are unable to defend them for themselves. No parents are so poor as to be unable to procure clothing to fit their children to attend school for at least this limited time.

*Prizes.*—The prizes given in a number of the schools have had a good effect—in some cases quite marked. The practice is to give something to each scholar. This is, I believe, the best plan, provided the prizes be *graded*, so as to be precise marks of the *relative merit* of the pupils. For there will be less ground to complain of invidious distinctions than when the premiums are given to a few, no matter how great the merit of these may be. My experience as a Superintendent of Sunday Schools has clearly taught me that this is the best method of distribution.

*School Houses.*—We have some good school houses. Five are of stone, and one of these (lately erected at Bishop's Mills) is a creditable structure. Three are frame buildings, and the rest are of logs, some of the latter being very poor, and quite unfit to accommodate a school comfortably. Scarcely any of the school houses have wood-sheds or water-closets for the children attached to them. I hope on future visits to induce Trustees to make some improvements in these respects.

*No Third-class Teachers.*—The revised programme for County Board examinations is carefully observed. The questions are written, but it is proposed soon to have them printed. The answering of candidates is improving. The last examination was declared to be more creditable to the teachers examined than any heretofore conducted. No *third-class* certificate was given, and those should indeed be wholly disallowed.

*Evils of Changing Teachers.*—The frequent change of teachers is an evil of which we, as well as others, have to complain. It tends to prevent young persons from elevating themselves in teaching, and lowers the profession.

*Remedy Suggested.*—This evil might perhaps be remedied by a slight change in the school law, making *all agreements between Trustees and Teachers invalid, excepting for four or five years.* No relaxation of the rules being allowed, except for reasons satisfactory to the



*District Board of Education, which should judge in the case.* A gradual amelioration would, I believe, thus take place. The changes arise as much from the fickleness of teachers, as from any other cause. The regulations for religious instruction are observed, but the Clergymen of the district take little interest in the matter. There is only one Common School Library in the township, and its volumes are, I believe, little read. The Trustees require more urging on this point. All the schools were *free* this year, except two, and the free system will soon wholly supersede rate bills.

*Text Books.*—The *Authorized Text Books* were used in the schools with very few exceptions. Most of the schools are furnished with maps, and some of those that had none, are obtaining them. At the risk of being thought to speak from questionable motives I would say, the present system of school superintendence should not be materially modified.

*Thinks Township Superintendents better than County Superintendents.*—County Superintendents will have little local knowledge of the schools—will not be able in cases calling for special visits, well to attend them, and the office will be one involving much additional expense. I believe the system of County Superintendence was to a large extent tried in this Province and abandoned. In Ireland, Inspectors of extensive Districts were appointed. From observation, I can say, that their visits were few, perfunctory, and attended with little good effect of any kind. The chief prosperity of the school, depended on the patron of it, under whose immediate supervision it was placed,—who knew its wants, and took the warmest interest in its welfare. I believe *forty*, or at most *fifty*, schools is the greatest number that should be under the supervision of one Local Superintendent. Of these, he is likely to have a good *local knowledge*, which is very necessary to his efficiency. As to substituting Township Boards of Trustees for the Section Boards, I believe the measure will meet with little favour, or rather be very unpopular, although it might help to remedy some evils, especially the too frequent change of teachers.

## VIII. COUNTY OF LEEDS.

### IMPROVEMENT IN TEACHERS FROM THE IMPROVED SYSTEM OF EXAMINATIONS.

17. *Walter Beatty, Esquire, Bastard and Burgess South.*—*Improvement in Teachers from the improved system of Examinations.*—This being my first year as Superintendent, I am not in position to say much with respect to the relative progress of schools in this and former years, except that there is now a better class of teachers than heretofore. We are just beginning to reap the benefits of having printed questions and requiring written answers in the examination of teachers. I think not less than one-half of those who formerly held 2nd class now have but 3rd, and most of those who heretofore held 3rd have been driven from the field altogether, and are thus prevented from imposing on ignorant Trustees, who, for sake of saving a few dollars, would hire them instead of a more competent person. Poor teachers had either to be *plucked*, or good ones could not get sufficient remuneration to induce them to continue to teach.

### ATTENDANCE AT SCHOOL INFLUENCED BY THE CHARACTER AND SALARY OF THE TEACHER.

18. *The Reverend C. T. Denroche, Leeds and Lansdowne Rear.*—*Attendance at School influenced by the Character and Salary of the Teacher.*—A variety of excuses for non-attendance are given, the chief of which are,—“indifference,” and “negligence of parents.” The true reason most likely is,—indifference and negligence of Trustees and Teacher; for where the Trustees know enough to pay a good salary to a competent Teacher, who is interested in the work, and faithful in the performance of the same,—non-attendance is a very small item. The “general regulations in regard to Religious Instruction” are not followed, because they are impracticable. In thirteen schools, the New Testament is used; twelve are opened and closed with prayer; in five, the Lord’s Prayer, and the Ten Commandments are taught. The “results” are good, as far as they go. “The revised programme for County Board Examinations” is observed. “The questions” are printed.



## NO ENCOURAGING FACTS, AS "CHEAP" TEACHERS ARE PREFERRED.

19. *The Rev. James Gardiner, Yonge and Escott Rear.*—No encouraging facts, as "cheap" teachers are preferred.—1. The general desire is for cheap teachers, in this Township; Number 6 in Farmersville, is the exception. 2. The general population is imperfectly given—no better information available. 3. The cause of non-attendance is either too young, or neglect of parents; chiefly the latter. 4. At the meeting for this Circuit, in January, the questions were printed. 5. Had no knowledge of the Library, until the receipt of Annual Reports. It must have been neglected. 6. Most of the Sunday Schools are closed in winter—no means of furnishing particulars, as they are generally denominational. 7. Prizes distributed were so few, that no perceptible influence is seen. I intend to lecture in the several sections. I have been hindered by circumstances, and it is difficult to secure attendance. The national and authorized books are used exclusively in the schools. The supply is very defective, and it is difficult to get parents to purchase. The "general regulations in regard to religious instruction" are not adopted in any part of the Township. I decline to offer any remarks or suggestions, until I have more experience, and become more familiar with the working of the system.

## NO PROGRESS WHERE "CHEAP" TEACHERS ARE THE ORDER OF THE DAY—BENEFICIAL INFLUENCE OF THE SEVEN GOOD TEACHERS.

20. *Robert W. Ferguson, Esquire, Killey.*—No progress where "Cheap" Teachers are the Order of the Day.—I cannot boast of any improvement in our schools this year. There seems to be an unwillingness on the part of Trustees, to keep pace with the advancing salaries of teachers in other quarters; and a disposition rather to fall back on female teachers, of whom seven are employed this year, in this Township, thereby causing teachers of ability, to look for schools elsewhere, where they may obtain a better remuneration for their time. You will perceive by my report, that out of nineteen teachers engaged, only three of them hold first-class certificates. The Board of Examination makes use of printed questions, and are doing all in their power to raise the standard of qualification among the teachers, many candidates presenting themselves for examination at the last meeting of the Board, being unable to obtain even a third class certificate. With regard to the regulations laid down being followed up in the schools, as a general rule they are not, and a more serious evil exists in the want of good school houses, and having them well furnished, as some of the houses which you will see in the report as being built of stone, are not fit to keep a school at all in, being entirely out of repair. Others are very good, but all lacking the requisite apparatus for carrying out the well-working of the school law. With regard to the Libraries, there are none in the Township worth naming. Why the schools are not all opened and closed with prayer or the Bible and Testament read, I cannot say, as I see no reason for it not being done in each school in this Township except two.

*Beneficial Influence of the Seven Good Teachers.*—I must remark before I close, that in this Township, there are seven teachers who are doing all they can for the improvement of the pupils under their charge, and any person visiting their schools can see at a glance that their efforts have not been in vain; and out of that number two have attended the Normal School, which shows that a greater number from that institution would be of much service.

## IX. COUNTY OF LANARK.

PROGRESS—EXCELLENT EXAMINATIONS OF TEACHERS—FEW NOT ATTENDING SCHOOLS—COMPULSORY LAW—HAPPY INFLUENCE OF PRIZES—SCHOOL HOUSES IMPROVING—"ROOT" SCHOOL HOUSE STILL REMAINING.

21. *The Reverend J. A. Preston, M. A., Beckwith and Drummond.*—Progress.—I am very happy to have it in my power to report a marked improvement in every one of the schools of the Township of Drummond, since I forwarded to you, my last annual report. I think, I can observe a growing interest on all sides taken in the good cause of educating the rising generation, which has its effect upon the several School Sections.

*Excellent Examinations of Teachers.*—The very respectable standard to which the Boards of Public Instruction, have raised the examinations of those who apply for certificates of

qualification, as Teachers of Common Schools, within the County of Lanark, has had the effect of producing a better class of teachers, and an improved style of imparting instruction. At all these boards, the candidates are subjected to as rigid a scrutiny as is possible under the revised programme; all the examinations are, I believe, conducted on paper, and at the two Boards of which I am a member, namely those which meet at Perth and Carleton Place, respectively, not only are a maximum and a minimum of marks adopted, but every subject has its due importance assigned to it, and those who excel are marked accordingly. To those, whose examination is passed with great credit, in the first-class, certificates are granted "with honours," and these certificates are granted till cancelled. The other candidates are granted first-class certificates for three years or for one year, according as their first-class certificate comes up to a certain grade. Of these grades, there are three, (A), the certificate granted with honours, and good until cancelled by the Board, (B) certificate granted for three years, and (C) for one year. With a view of inducing and encouraging the candidates to improve themselves, and to aim at acquiring a first-class certificate in due time, second-class certificates are only granted from year to year; and with a view of doing away as far in them lies, with the third-class certificate, the two Boards which I have before mentioned, will, for the future, grant this last certificate for six months only.

*Few not attending Schools.*—From the returns sent to me, I find that there are very few indeed of the children in school sections, under my superintendence, who do not come to school at all. Where this evil does exist the cause assigned is negligence of parents.

*Compulsory Law.*—I sincerely hope in any amendments to the school law which may be introduced hereafter, *Compulsory attendance* may be one of them, as it does seem but equitable that when people are taxed to give a system of education to all classes of the community, the law which binds the subject to pay the tax, should also bind him to take advantage of the privileges conferred by means of the money raised by such taxation. So far from this being in any wise arbitrary, it would, in my opinion, be much more arbitrary that the people should be taxed to give an education to every class, and that the class for which this was so much needed, should be permitted to despise the advantages offered, and allow their children to grow up ignorant, and as a natural consequence, vicious. The general rules for religious instruction, are no where observed in Beckwith and Drummond, and for the good and sufficient reason that it is almost impracticable to offer religious instruction after four o'clock in any of our rural sections. Children who have long distances to come to school and to return to their homes from school, are never very much disposed to remain after school hours, (already too much prolonged), to listen to the catechizing or advice of their respective ministers, and if they did remain, I fear that the instruction given would have but little weight. Of the very few libraries in the Township of Beckwith and Drummond, very little use is made, the books are in some instances, I believe, labelled and numbered, but in rare instances read, consequently they exert little or no influence in the neighbourhoods which possess them.

*Happy Influence of Prizes.*—In some few schools, prizes have been distributed, and I am quite sure with good effect. Of course a certain feeling of disappointment is felt on the part of the unsuccessful competitors, but on the whole, I say without hesitation that the distribution of prizes, has a healthy influence, and acts as a great stimulus to industry and exertion. In each of the townships, (Beckwith and Drummond) of which I am Local Superintendent, we had a competitive Township examination last summer, and although these were the first that had ever been held in the Townships aforesaid, and were but an experiment, they were very successful indeed. A fresh vigour appears to have been instilled into the different sections, and as far as I can judge, both teachers and pupils are looking forward eagerly to a similar competition this summer. Prizes were distributed after severe scrutiny into the attainments of the pupils, and the examinations were conducted by persons wholly unconnected with the Townships concerned, in order to insure the greatest impartiality, and all were highly gratified with the result. In some cases, the competition was of the keenest kind, and the issue was looked forward to with extraordinary anxiety.

*School Houses improving.*—There have been three new school houses erected, one in S. S. No. 15, Drummond, and another in S. S. No. 7, Beckwith, the former is a frame building of good size and proportions, well arranged and very commodious; the other is



a substantial log building, but a very great improvement upon the old one. There has also been erected in School section No. 4 Beckwith, a very substantial and well furnished school house of stone.

*Root-house School Houses still remaining.*—Still, I regret to have to say that in the very midst of prosperity and affluence, side by side with very superior dwellings, and fine buildings, and worse still, in some cases near large towns and villages, are still to be seen the primitive *root-house* shaped log school house of 30 or 40 years ago. Some of these dens are literally packed with children, and it is perfectly wonderful that the advancement which is expanding men's minds as to everything else, should not spur them up to replace such horrid blots upon progress with something more in keeping with the prosperity to be seen all around them ; and if nothing else would induce the people of the sections where such ugly, dilapidated, cold and demoralizing structures exist, to exterminate them and erect suitable school houses, one would think that the fact that many instances of disease can be traced to the foul and fetid air of these cavernous places in summer, and the cold and dreary days spent by their children in them in winter, would induce them to reflect that more has been paid in many cases in doctors' bills, than all the taxes would come to, in providing healthy and convenient places where their young might be trained and educated. I am happy in conclusion to state that before another report is sent to you, I believe the reproach contained in these remarks will be wiped out in some of the sections of Beckwith and Drummond.

#### IMPROVEMENT IN TEACHERS AND SCHOOLS—NON-ATTENDANCE—PRIZES.

22. *The Reverend Alexander Mann, M.A., Pakenham.*—Educational affairs in this Township, were conducted during the last year, in a satisfactory manner.

*Improvement in Teachers and Schools.*—The qualifications of some of the teachers were of a superior order. This was abundantly evinced by the way in which they conducted the business of their schools, and by the progress made by their pupils. Their labours were also daily appreciated by those chiefly interested in the success of their efforts to benefit the youth under their charge. The attainments of the other teachers were respectable, and, all things being taken into consideration, their professional exertions merit commendation.

*Non-attendance.*—As respects the cause of the non-attendance of children of school age, I cannot assign a reason that would be of general application ; I think, however, I am warranted in asserting that the cases are rare in which this proceeds from the indifference of parents or guardians. It appears to me, that there is an increasing desire that our schools may subserve intended purposes. In one instance, it is reported by Trustees, that their school was not opened and closed with prayer. In another, I am aware that the Holy Scriptures were not read. But when this was brought under the notice of those interested, it was ascertained that this was not the fault of either the Trustees, or the inhabitants of the locality. There is, therefore, reason to believe that this important part of school work, will not be omitted in future. The regulations in regard to religious instructions, have not otherwise been made available. The revised programme for County Board Examinations is observed, but the examination questions are not printed. It is evident from the reports of Trustees, that libraries are not answering the object for which they were intended. In order to promote their efficiency, it is necessary that trustees should take a greater interest in the matter, and that the number of volumes should be increased.

*Prizes.*—Very few prizes were distributed during the past year. But I am of opinion that the distribution of them would be productive of the best effects. On this account I have been recommending that this should be done in future in every school in this Township.

#### IMPROVED TEACHERS AND SCHOOL HOUSES—LIBRARIES—GOOD EFFECTS OF PRIZES—NON-ATTENDANCE.

23. *The Reverend William McKenzie, Ramsay.*—In presenting my *first* Annual Report, as Local Superintendent of Schools in this Township, I cannot speak authoritatively of the progress of education in this district, having had only a very partial acquaintance with the matter. Yet, there are visible marks of improvement.



*Improved Teachers and School Houses.*—A higher class of teachers occupy the schools; better buildings are superseding the primitive log hut; and these are being furnished with a more sufficient apparatus. It will be a pleasure to note, in any future reports, still further progress in these respects. With regard to the special points on which I am required to report, I am not aware that in any of our schools, the regulations respecting religious instruction, are fully carried out. The revised programme is made the basis for the examination of teachers, and the questions are printed.

*Libraries.*—The school libraries are carefully kept; in some cases, the books are covered and in good condition; in others, very much the reverse. The Libraries are not as a rule, so much appreciated, nor so extensively used, as they might and ought to be; and their influence is thus greatly lessened.

*Good effects of Prizes.*—In a number of the schools prizes have been given, and I believe they have stimulated the pupils both to increased attention and a more regular attendance.

*Non-attendance.*—With regard to attendance, there is great room for improvement. A total on the various rolls of 1,343, and an attendance for the year of little over 500, is not a satisfactory state of things. The causes of this I can hardly descant upon; one main cause, I fear, is the indifference of parents, leading them to think lightly of irregular attendance on the part of their children, and preventing them from considering the damage they receive thereby. There are no other points on which I have any special remarks to make.

#### TEACHERS AND SCHOOLS IMPROVING—SCHOOLS FREE—NO DISPUTES.

24. *The Reverend Solomon Mylne, Montague.*—*Teachers and Schools Improving.*—The work of education goes on quietly and progressively, although slowly. I believe an increasing interest is felt by the parents to have their children instructed. There is also improvement on the part of the teachers both in acquiring knowledge and imparting it to the pupils. The answering of the teachers at the last examination is a proof of greater diligence in study, and my visits to the schools give me other proofs of the same. I find the Word of God read in nearly all the schools.

*Schools Free.*—The schools are all free in this township, with one exception.

*No Disputes.*—I may also add that I have never been required to act as umpire in a single case during six years. This speaks well for the harmony and good state of feeling among the people.

#### X. COUNTY OF RENFREW.

#### DIFFICULTIES ENCOUNTERED AND OVERCOME IN THE NEW COUNTRY—GOOD EFFECTS OF PRIZES.

25. *George Brown, Esq., Admaston.*—The Township Council has established one additional school section this year, making in all ten school sections in this township. The ninth school section formed in the preceding year, in consequence of the opposition of those ratepayers therein unfavourable to its establishment, did not get into operation, but now having got a school house erected, and school furniture provided, and a teacher engaged, it will be in operation on the first of April ensuing.

*Difficulties Encountered and Overcome in this New Country.*—I had considerable difficulty to encounter, and had to call several meetings of the rate-payers before I could convince the opponents to the establishment of the school of the suicidal policy they were pursuing in depriving their children of the benefits to be derived by a school house, so situated that their children could attend it, and obtain that which would fit them for taking a place in society, which they would otherwise never obtain. School Section No. 10, I trust will also be in operation in the month of April ensuing. I have much pleasure in reporting that in general, the schools in this township are doing well.

*Good Effects of Prizes.*—From the beneficial results arising from the distribution of the merit cards of the Department, and prizes in two of our schools during 1867, it is gratifying to state that other three of our schools have adopted this system of infusing energy and exciting emulation in their pupils; and I feel confident that they will find it a more

successful instrument than the rod. The cause of non-attendance of the children of school age, arises from two causes, viz :—the distance from the school house, and the carelessness of the parents. In several cases, it arises from the inability of the parents to provide proper clothing for their children, during the winter months.

#### CAUSES OF NON-ATTENDANCE—GOOD EFFECT OF RELIGIOUS EXERCISES, AND PRIZES.

26. *John McGregor, Esquire, Griffith.*—*Causes of non-attendance.*—The two children in section number one, that do not attend school, are too far from the school house of the section ; but the cause of the non-attendance (7 in No. 3,) is the indifference of parents.

*Good Effect of Religious Exercises and Prizes.*—The Testament is used morning and evening, and both the schools are opened and closed with prayer, and a great improvement is visible—not only in the children, but also in some of their parents. The revised programme is observed by the County Board, but the questions are not printed. There is no library in either of the schools. Prizes were not distributed during the year 1867, in any of the schools ; but the importance of merit cards of the Department and prize books, cannot be over estimated. The Local Superintendent's salary is only \$12 for both townships.

*Matawatchan.*—The cause for 6 of the 14 that do not attend school in section No. 1, of this township, is that the children are too young to travel so far—the absence of the rest arises from the indifference of their parents. The Testament is used in this school, and the school opened and closed with prayer. The revised programme is observed by the County Board, but the examination questions are not printed. No library in the school. Prizes were not distributed in the school during the year.

#### SOME IMPROVEMENT—TEACHERS' ASSOCIATION—POOR TRUSTEES, TEACHERS, AND SALARIES.

27. *The Reverend John McEwen, Alice.*—*Some Improvement.*—Some progress has been made in the township of Alice, during the past year. The attendance in the schools has been larger than in former years, and I think the teaching more thorough. The faithfulness and energy of the County Board is doing much in elevating the teachers.

*Teachers' Association.*—An association for the teachers has maintained a struggling existence, but these associations will never be useful, practicable and effective in remote settlements, until the Department can say to County Boards, Teachers and Trustees, that so many days shall be given in the year to institute work, and no break in the time of the school be charged or recorded because of this work, making attendance imperative through the Board.

*Poor Trustees, Teachers and Salaries.*—Drones in the profession are too careless to attend, and Trustees too blindly selfish to allow a teacher the privilege, deducting the time from the miserable salary. The desire for a better class of teachers is growing ; but competent remuneration is far behind. A man that saws wood does, financially, better, than the instructor of youth. The people here, taken as a whole, are still in the struggles of a new settlement, and the past year has not been one of special encouragement. In some parts of the township where the German population form a part of the community, there is an unhappy restlessness among them ; they do not take kindly to our schools, and are putting forth strong efforts to establish a Lutheran Separate School. This is to be deprecated as it will weaken efforts on all sides

### XI. COUNTY OF FRONTENAC.

#### CAUSES OF NON-ATTENDANCE—GOOD INFLUENCE OF PRIZES—DEFICIENCY OF LIBRARIES.

28. *Donald McRae, Esquire, Kingston Township.*—*Causes of Non-Attendance.*—In some Trustees' reports for non-attendance—"Poverty" is given as the cause. In others "Indifference of parents." These statements, in many instances, I have no doubt are correct ; but I have known very poor parents who were extremely anxious to educate their children, and who have even pinched themselves in the necessities of life to do so. My own impression is, and I have had twenty-five years experience as a common school teacher, that ignorance in parents is one great cause. They have had no school instruc-



tion themselves ; and in reasoning with them on the subject, the reply is : " We have got on in the world well enough without it, and our children will do well enough likewise." Another cause that has a sensible effect, is a penurious disposition on the part of parents. Many, to my knowledge, keep their children from school because they are useful at home, save hired work on the farm, &c.

*Good Influence of Prizes.*—My experience in reference to the distribution of prizes in common schools is decidedly favourable to the great benefits derived from that course. It not only has an influence in causing a larger attendance of pupils, but excites also a stimulus in regard to a better preparation of their lessons, their recitations and other studies pursued, that is highly pleasing to the teacher, and, I believe, causes the parents to take a greater interest in the school.

*Deficiency of Libraries.*—It is humiliating to record, that in such a wealthy township as Kingston, there are only two Common School libraries, and one—that in No. 2 Section—I am informed by the teacher, is, comparatively speaking, worthless, composed of old and worn out books, and exercising no perceptible influence. In my visitations I shall endeavour to impress upon the minds of the people the great advantages to be derived from a good library.

#### COUNCIL AIDING IN PROVIDING SCHOOL MAPS IN THE NEW TOWNSHIP—GOOD EFFECT OF PRIZES—HOPE OF THE FUTURE.

29. *David Osborne, Esquire, Kennebec.*—*Council aiding in Providing School Maps in the New Township.*—I am happy to say that our Municipal Councillors are beginning to take an interest in School affairs ; they have already assisted Olden to purchase maps for Union Section No. 1, and have granted five dollars to Section No. 2, to which I intend to add two dollars more. You will soon receive an order from the Trustees for what they may need. We have not done much this year, but I feel confident we shall do a great deal better, I think we shall have four or five Schools in operation in the Spring. This is a new township, and most of the people are very poor, to which I attribute mainly the cause of non-attendance.

*Good Effects of Prizes.*—We had some small prizes awarded with beneficial results ; they encourage the scholars and create good and kindly feelings towards the teacher, who, in all cases, should distribute the prizes.

*Hope of the Future.*—I am inclined to look with hope to the future, but we cannot expect to rival older townships ; but as parties are now taking an interest in School matters, who before rather discouraged them, on account of the extra tax they had to pay, our Schools under the present School laws and regulations cannot fail to bring good results to our new Dominion. I hope you may be able to grasp the hands of some of our young men from Kennebec who are now boys, being trained under the present School System to fill posts of honour and own you, under Our Heavenly Father, as their benefactor.

#### TWO NEW SCHOOL HOUSES, BUT NOT MUCH ELSE DOING IN THIS NEW TOWNSHIP.

30. *William Armstrong, Esquire, Oso.*—*Two new School Houses, but not much else doing in this new Township.* You will see by the report that there were two new school houses built last year, but school has not yet been opened in them, but they will be opened in spring. The cause of non-attendance may be "indifference," as stated by all the Trustees, but I think there are other causes. The Bible is read in all the schools. As regards religious instruction, the Ten Commandments are taught, and in one or two schools, fully carried out. The revised programme for the County Board is observed, and the questions are printed. There are no libraries ; I have used all the influence I can to get one. Newspapers, I think, supply the place of libraries. There are no prizes in any of the schools.

#### PROGRESS—NON-ATTENDANCE OF PUPILS.

31. *John Canning, Esquire, Olden.*—*Progress.*—The schools are in a progressive condition.

*Non-attendance of Pupils.*—With regard to the non-attendance of children of school age, I must certainly attribute the cause to carelessness of the parents.



CAUSES OF NON-PROGRESS—USEFUL INFLUENCE OF PRIZES—INDIFFERENCE OF PARENTS  
—TEXT BOOKS AND MAPS.

32. *The Reverend Thomas S. Chambers, Storrington.*—In taking a retrospective view of the interests of education in this Township during the past year I cannot single out much worthy of special notice. Trustees and teachers have been pursuing the even tenor of their way, carrying out in general the letter of the law, but doing little more.

*Causes of Non-Progress.*—Trustees have generally no small amount of troubles, and have not always the cordial support of all the people. This tends very much to diminish the degree of their interest and zeal. Various reasons are assigned for the non-attendance of children, the chief one being the indifference of parents. Poverty has little to do in this Township with the detention of the young from school. Parents are frequently improvident and devoid of sufficient forethought, to have their children prepared for the seasons as they change. The services of the larger scholars are utilized during harvest, as is common in most (if not all) country districts. I have had occasion, in every report I have sent you, to state that the general regulations in regard to religious instruction are not carried out in this region. All that can be undertaken in this department devolves on parents and Sabbath School teachers. The County Board of Public Instruction follows the directions furnished for examinations, and makes use of printed questions. Some of its members are among the ablest scholars in this County, and are well acquainted with education in its practical aspects. The candidates are subjected to a searching examination, and find it no easy matter to pass through the ordeal creditably. In fact the strictness and faithfulness of the Board were lately made the matter of animadversion and complaint in one of the Kingston papers. I refer to this as proof that the work is not negligently performed. The calling in of some of the certificates has been deferred, pending the anticipated constitution of the proposed new Board of Examiners. The people in this region are very indifferent about both libraries and prizes.

*Useful Influence of Prizes.*—The distribution of prizes is an extremely rare occurrence, and thus one important stimulus is wanting to nerve the youth in their attempts to ascend the hill of knowledge. A little money appropriated in this way would be highly conducive to advancement on the part of pupils, and would make the teachers' work more pleasant and encouraging.

*Indifference of Parents.*—When teachers witness a great lack of interest on the part of parents they are in danger of imbibing the same spirit, and allowing matters to go on in an easy manner. Were parents, who are the natural guardians of their offspring, to manifest more lively concern for the progress of education, it would exert a happy influence on both Trustees and teachers.

*Text Books and Maps.*—I trust that the new series of school books which, with a few exceptions, are a decided improvement on the old, will tell for good on the rising generation. I think that the pictorial illustrations which are so largely employed will render the reading matter more interesting and attractive. I would fain hope that as we have entered on a new era in our national history, the cause of education in our province will make more rapid strides, and thus prove an eminent means of fitting the people for the performance of their duties in an intelligent and faithful manner. May our Dominion be characterized by righteousness and true knowledge.

IMPROVEMENT IN SCHOOL-HOUSES AND SCHOOLS.

33. *George Malone, Esq., Wolfe Island.*—I am gratified to be able to speak well of the working of the system during the past year. I have nothing in particular to complain of. The teachers employed, on the whole, appear suited to the stations they hold. Some, no doubt, are "pursuing knowledge under difficulties," but still, they are "making their mark," and deserve encouragement.

*Improvement in School-Houses and Schools.*—I am especially pleased to be able to tell of the downfall of another shanty, where from 80 to 100 children were sometimes huddled together for the purpose of learning (?) in a space of about 18 feet square. I allude to Separate School No. 1, where a very substantial and commodious frame building has been erected and furnished with the necessary accommodations for the proper training of

the youth of the neighbourhood. The Separate Schools here, two of which are in a very flourishing state, owe much of their present efficiency to the energetic and persevering efforts of the Rev. Mr. Stafford, who takes a very lively interest in the education of his people,—commending and encouraging the industrious and painstaking teacher, and making the situation of the careless and inert somewhat uncomfortable and short-lived. I have doubts as to the correctness of some of the answers given in the Trustees' report with regard to the population of their sections, and also with regard to the number of children not attending any school. This incorrectness arises, I presume, not from any intention to deceive, but from indifference and carelessness in making the necessary inquiries on the subject, as I am certain some of the numbers have been set down quite at random. The fifteen schools of this township have been in full operation during the whole of the past year.

#### SCHOOL HOUSES GOOD, BUT NOT FURNISHED—LIBERALITY OF THE TOWNSHIP COUNCIL—GOOD RESULTS OF PRIZES.

34. *William Deighton, Esq., Barrie.*—The aggregate attendance in our schools is a decided improvement upon last year. The cause of non-attendance in Sec. No. 4 and 5 is principally want of clothing, the sections are very poor and parents negligent, and the distances in some instances with bad roads are another drawback.

*School Houses Good, but not Furnished.*—I am happy to state that our school houses are all good and comfortable, being built of square timbers, but not one school in the municipality is furnished with maps, apparatus or library.

*Liberality of the Township Council.*—No. 1 Section has built a good school house this year, which has made a marked difference in the report, and our Municipal Corporation have been very liberal in granting money to each section, or our school must have been closed earlier this year. The general regulations in regard to religious instruction are not followed. The revised programme for County Board examinations is strictly observed and the questions printed.

*Good Results of Prizes.*—A limited number of prizes were distributed in Section No. 1, with satisfactory results.

### XII. COUNTY OF ADDINGTON.

#### DOINGS IN THE NEW TOWNSHIPS.

35. *William Hames, Esquire., Denbigh, Abinger, and Ashby.*—*Doings in these new Townships.*—I am happy to say that the few Schools under my charge are in good working order. There are but two Schools organized as yet in this Municipality, but we hope to have No. 1 as a union with part of Miller, as the Section itself is not able to keep a School open, and to have it opened in May next. We have no Common School Library, but there is a Sunday School Library in Section No. 2, which the children and parents think quite a boon in this back country. The Trustees of Sections Nos. 2 and 5 have applied for maps, and wish it was in their power to send for a lot of books, the absence of which I think is the greatest cause of non-attendance, as there are but few sections which labour under so much difficulty, as we are some seventy miles from our market town; and you will see by the report that we have taken a high stand in employing teachers qualified to teach and to attend to their duties. The examination programme is duly observed, and the questions are printed. Religious instruction is adhered to in one school. As to prizes, we have not been able to get any for the Common School, but have distributed some with good effect in the Sunday School. We all hope that by a liberal grant from you, the Trustees will be able to pay the teachers promptly, and then, by the blessing of God, we will try and give to our children what many of our forefathers never got, namely, a good education.

#### ADVANCEMENT OF THE SCHOOLS—FEW NON-ATTENDANTS—SALUTARY INFLUENCE OF PRIZES—COUNTY BOARD.

36. *Samuel D. Clark, Esq., Ernestown.*—*Advancement of the Schools.*—With reference to the past year I may observe there is a steady and uniform advancement in those parti-



culars that indicate a growing interest in the necessity of securing for our children a sound and liberal education.

*Few Non-Attendants.*—Comparatively few children have not attended any School. Notwithstanding the shortness of the Crops last season, the average salary paid teachers has largely advanced, and there has been less changing of teachers than is often noted. Our schools have been kept open a greater average time than in any period of our past history, while the average attendance has also advanced.

*Salutary Influence of Prizes.*—More prizes than usual have been distributed and with very gratifying results. A greater number of our schools have been free—by far the greater part of them, comprising our largest and most populous sections. I have also the satisfaction, this year for the first time, of reporting a School Library received from the Department, which is a credit to the intelligence and liberality of No. 20. Through the prudence and good judgment of our Township Council, we have every dollar of our share of the Clergy Reserve money invested for educational purposes, the interest of which, now very nearly reaches the nice sum of one thousand dollars annually. This is apportioned to the Sections according to the time they keep open their schools, acting as a great stimulus to small Sections to keep open their schools, and is a set off to the larger Sections receiving the greater share of the other school grants. As to the internal working of our schools, there is not that numerical advancement in the more advanced classes that we could desire, nor is there that thorough and systematic classing that we think would be conducive to uniform advancement (at least in some of our schools). Yet we think our public examinations have indicated a more thorough acquaintance with the subjects taught than has sometimes been noticeable. Beyond the reading of the Scriptures and the offering of prayer, not much (so far as I can observe) attention is paid to religious instruction. Ministers of the Gospel of any denomination seldom visit our schools. The cause I cannot report. I hope they do not think them beneath their notice.

*County Board.*—As to our County Board, there is occasional fault finding on account of its doings and expensiveness. I feel bound to say there has been but one desire on the part of the Board, and that has been to do their work impartially and to the very best of their ability. The examination questions are printed.

#### STATE OF THE SCHOOLS—SOLITARY INSTANCE OF OBJECTING TO PRIZES.

37. *The Rev. John Corbett, Anglesea and Kaladar. State of the Schools.*—I am happy to say that in this isolated region of forest and rocks, we are making some little progress in education, as far as circumstances permit; but these are very unfavorable. The people here are very poor, and yet it is not poverty in general, that prevents the children in this municipality, making progress, for the schools are all free. Some of the children being very poorly clad, and living at considerable distance from the nearest school occasions a falling off in their attendance during the winter months. Others, again, are prevented from attending, either summer or winter, by the impracticability of crossing over creeks, where there are no bridges, or through swamps, or over marshes where there are no roads, whilst others are prevented from attending, where the distance is too great for the children to travel. I think the want of attendance is more attributable to the above reasons than to the indifference of parents. Where the opportunities of attending are favourable, the attendance is good. And taking into consideration that we can only get second and third class County Board teachers, I believe the progress in education here will compare very favourably with that obtained in some towns and villages. Where we have a faithful teacher, even of very moderate abilities, it is surprising, sometimes to find how much the children will be advanced, in six or nine months.

*Solitary Instance of Objecting to Prizes.*—I believe the distribution of prizes is not attended with as good results as some people think. The opinion among the people that partiality is sometimes exercised by those who distribute them, does in many instances, much harm, and it is almost impossible to prevent this opinion being entertained by some people. I am of the opinion myself that the money expended last year in procuring prize books, could have been more wisely appropriated in procuring school apparatus, of which the schools here are deficient, even of the simplest kind. With regard to the revised programme for County Board examinations, we found it to be necessary at our last meeting



to have a *viva voce* examination in addition to the printed questions. I am much pleased to state that we are making some little advancement with regard to religious instruction. For instance, last year we had only one school opened and closed with prayer, and this year we have two, and are about to have a third opened and closed in the same way. One of these two is where almost an equal number of Protestant and Roman Catholic children attend, and yet, apparently, no offence is taken. I am happy also to inform you that the Scriptures are now read in three of the schools in this Township. In connection with my school examinations and lectures, I always recommend and try to inculcate moral and religious principles, and I find it to be attended with good results.

### XIII. COUNTY OF LENNOX

#### SCHOOLS ADVANCING—GOOD EFFECTS OF DISTRIBUTING PRIZES.

38. *Augustus Edgar, Esquire, Fredericksburgh North.—Schools Advancing.*—The schools under my charge are progressing finely. There has been an increase in regularity of attendance during the year, and the schools are in a more healthy state, owing in a great measure to the severe examination which teachers are now subjected to (in comparison with what they formerly had) by the Board of Public Instruction for this County, thus throwing out all who were incompetent, and the result is, we have a far better class of teachers than formerly. The questions are all printed. I have to report 39 children as not attending any school. The general reply to the enquiry is, neglect of parents. I might add of Trustees also, in not visiting those people and inducing them to send their children to school.

*Good Effects of Distributing Prizes.*—Prizes were given in but two schools, and in a great measure stimulated the scholars. I think if more attention was given to the distribution of prizes and rewards, it would be better for all parties concerned. The library branch is not properly reported. I believe that there is a Sabbath School in every section in the Township, and a library of some sort, but the Trustees do not like to take the trouble to ascertain their value, so as to report them properly.

#### WISE POLICY OF THE TOWNSHIP COUNCIL—IMPROVEMENTS IN THE SCHOOLS—PRIZES LIBERALLY AND MOST BENEFICIALLY DISTRIBUTED—FINE EXAMPLE OF PROVIDING THE MEANS.

39. *John O. Sexsmith, Esquire, Richmond.—Wise Policy of the Township Council.*—The Municipal Council of the Township invested their apportionment of Clergy Reserve money (amounting to about \$9,000) for educational purposes, the interest of which at present comes to between \$500 and \$600 per annum. This assists Trustees very materially in paying the salary of teachers, especially in the rear part of the township, where the people are mostly poor.

*Improvements in the Schools.*—I am sorry I have it not in my power to report a larger average paid to teachers; there is, however, an advance on the previous year to both male and female. I need not inform you that good and efficient teachers, either male or female, cannot be obtained at low wages. I have known Trustees for the sake of a few dollars on the month's salary to deprive the section of the benefit of a school nearly the whole winter. In my official visits and intercourse with the people, I have endeavoured to impress upon Trustees and parents the importance of co-operation on their part with teachers, in order to secure success in the education and instruction of their children. The examination questions are printed, and there appears to be a determination on the part of the County Board to raise the standard of education, doing away with third-class certificates altogether. This, I think, a move in the right direction. The books obtained from the Department were called in by the Council, and it is arranged to put them into circulation the present year.

*Prizes Liberally and most Beneficially Distributed.*—During the summer, prizes worth about \$118 were distributed to all the schools, on the merit system recommended by yourself, viz.:—Punctuality, Diligence, Good Conduct and Perfect Recitation, which appeared to encourage and delight the children very much. In order to accommodate the pupils and

secure a larger attendance of the parents and friends, I appointed three places—Mount Pleasant, Selby and Roblin—for the distribution of the prizes. As the days were very fine, it would have delighted you to have seen the children, teachers and many of the parents and friends of education flocking to those centres of attraction, where addresses were delivered, hymns sung by the children and the prizes awarded.

*Fine Example of Providing the Means.*—I ought, perhaps, to inform you how I obtained so large an amount for the above object. The Municipal Council appropriated \$20, the teachers \$17, and I gave \$12 which, with a donation of \$10 from R. J. Cartwright, Esq., M. P. P., and the one hundred per cent. added by the Department made a total of \$118. In concluding these remarks I would wish you every prosperity and success in that cause in which you have been so long engaged.

#### XIV. COUNTY OF HASTINGS.

##### MARKS OF PROGRESS—IMPROVEMENTS SUGGESTED.

40. *Frederick H. Rous, Esquire. South Riding.*—*Marks of Progress.*—The Readers just published, are welcomed with warm expressions of approval, by almost every teacher with whom I have conversed since their appearance; and in this prevalent opinion of their fitness for their intended purpose, I do most heartily coincide. We are looking out with keen interest, and perhaps some impatience for the appearance of the Companion to the Readers. I hope it will be so complete as to supersede the Spelling Book Superseded, useful as it has been in its time. I very much hope that the new edition of Lovell's Geography, with its new maps, is nearly ready; for it is much needed. The New Mensuration too, is a great desideratum, and ardently longed for by many. As to the Grammars, I wish respectfully to submit, that it is desirable to omit one of the two from the list. Before you had sanctioned Bullion's, our County Board of Public Instruction wished for the small edition of Robertson's for beginners; but both of them do not seem to us to be needed. Perhaps, on the whole, Bullion's is the more likely one, on account of the many aids that it gives the teacher. Every move in the direction of lessening the variety of books in use in our schools, will, I think, be generally accepted as a boon. *Causes of Non-Attendance.*—One great cause, no doubt, is the indifference of parents arising from ignorance, or want of appreciation of the great importance of education. Connected with this, and perhaps growing out of it, is the strong tendency among too many, to close the hand upon any out-goings, except those invested in animal and personal enjoyments,—but in my opinion the main cause is to be found in the scarcity of teachers that are really well qualified for their work.

*Improvements Suggested.*—The remedy for this must be, I suppose, in gradually raising our standard for teachers, and by cutting off the unqualified, causing a *great though gradual increase in the remuneration* of those who are in their right vocation and understand their duties well. But there is one point in this connection, that appears to me an essential one to remember. The standard of governing powers and of teaching ability, requires raising far more than that of mere School and College acquirements; yet the last is the only one that can be represented under the present system, in the certificates from our County Boards:—and I think, that before long, one of two plans should be adopted. Either the County Boards should be required to give a whole week to the examination, and to make their arrangements for having classes for the candidates to experiment with, and in this case, one examination in the year might be found sufficient; or perhaps it would be better still, to allow none to teach who have not passed through the Normal School, where certificates should surely be withheld from those who shew a radical deficiency in the governing or teaching power. We continue to follow the revised programme for these examinations, to give out printed questions, and to require written answers. *Religious Instruction.*—Nothing new to report, unless it be that there is a growing conviction, that giving portions of Catechism, or even of Scripture, to commit to memory, is *not* Religious Instruction. *Libraries.*—These are in the same neglected state, little used, and less cared for. When I saw in the Annual Provincial Report, your new maps, shewing in what parts of the Country the libraries are supposed to be diffusing a beneficial light around them, as shewn by the cheerful rose-colored tint, given to certain townships, I could not help



feeling that it is delusive, so far as our County is concerned. Before closing, I wish to record my deliberate conviction—shared in by many who opposed your views, at the time of our Country conventions,—that there is urgent need of some such changes, as those you then proposed to embody in a new school law. I trust, that these and other improvements, will in due time overcome all opposition—for “Truth is mighty and *must* prevail” in the long run.

#### CAUSES OF DECLINE IN ATTENDANCE OF PUPILS—HON. MR. FLINT CONTINUES HIS GIFTS FOR PRIZES—THEIR SALUTARY INFLUENCES.

41. *T. S. Agar, Esquire, North Riding.*—*Causes of Decline in Attendance of Pupils.*—The schools of North Hastings, exhibit a decrease in the average attendance during the year 1867, which I attribute to the following causes: 1st. The Gold excitement in the rear townships of the Riding. 2nd. The suspension of Public township examinations during the year. 3rd. The want of teachers. *The Gold excitement* during the first half of the year 1867, was the cause of many pupils in the rear townships of the Riding being withdrawn from the schools, and continuing so, until the excitement in some measure subsided, and business resumed somewhat of its accustomed routine during the last autumn.

*Hon. Mr. Flint Continues his Gifts for Prizes.*—In consequence of the political changes caused by the establishment of the Dominion, we were deprived of the annual donation for prizes, by the Hon. B. Flint, and the public township examinations were therefore suspended. I am happy to state they will be resumed in 1868, Mr. Flint having notified me that I might inform his *young friends* in North Hastings, that he proposed again making his annual donation of ten dollars, to each township, on his former terms.

*Their Salutory Influences.*—This announcement will doubtless be attended with the same results as formerly, viz : an increased daily average throughout the Riding. *Want of teachers.*—The Boards of Public Instruction for North and South Hastings, having decided to give certificates for six months only, to teachers of a certain grade in 3rd class, and for that portion of the county in which they obtained their certificates, I found as the result, a want of teachers for some of the sections for a portion of the year, and consequently a falling off in the average attendance. I must add, however, that the Trustees and inhabitants generally, made every effort to obtain teachers by advertisement, &c. This was highly gratifying, as indicative of the desire of the people for the education of their children, and that the closed school was not an evidence of the indifference of parents to their education. The examinations for 1868 will be conducted upon the same plan as heretofore observed, viz :—A competitive examination in each township in the following branches : For pupils of 12 years of age and upwards, Geography, Sangster's first Arithmetic. For pupils under 12 years : Spelling, 3rd book with definitions, Mental Arithmetic. Three prizes will be competed for in each of the above branches. The balance of the prize books purchased from Mr. Flint's donation, and a corresponding grant from each township, will be apportioned to the schools, in proportion to their average attendance ; and the books thus apportioned will be competed for at examinations in each school section, one week prior to the township examination. The school section examinations will comprise all the branches taught in the school, except those to be competed for at the township examinations. I recommend in each section, that one, or more prize books shall be awarded, for good conduct and regularity of attendance. It affords me much pleasure to state that the old log school houses in North Hastings are gradually disappearing, and being replaced by superior stone, brick or frame buildings. Two new frame school houses were built in 1867, and arrangements are being made for the building of others in 1868.

#### XV. COUNTY OF NORTHUMBERLAND.

PROGRESS—CONSTITUTION OF COUNTY BOARDS—MODES OF EXAMINING AND LICENSING TEACHERS—MODES OF TEACHING ARITHMETIC AND THE READERS—SCHOOL HOUSES—JOURNAL OF EDUCATION.

42. *Edward Scarlett, Esq., County of Northumberland.*—*Progress.*—The progress of edu-



cation in this County has been as rapid during the past few years, as could reasonably have been expected under the present system of licensing teachers.

*Constitution of County Boards.*—I take the liberty of respectfully suggesting a change, regarding the boards appointed to carry out this most vital part of the school law. While there are a few members of our County Boards of Public Instruction, who would be an honour to any profession or position, yet the remuneration for their services as examiners, is entirely too small to allow them to devote time enough (from their more immediate calling), to a work so important, and responsible, as that of investing men and women with authority to go forth and form the characters of the youth of our country, and to a great extent shape the destiny of our Dominion. There are other members whose business talents are of a high order, but they find themselves in an awkward position, when brought to sit as judges on the fitness of candidates for an office of which they have very little knowledge by experience. My humble opinion is that the law respecting the Boards of Public Instruction should be altered, and men appointed for the very express purpose of examining and granting certificates of qualification to Common School Teachers. Many difficulties, doubtless, are in the way of such a change; but judging from the past, we have confidence that the men who have so far matured and conducted our educational system, have skill and ability to perfect what is lacking in it, when the proper time comes for reform.

*Modes of Examining and Licensing Teachers.*—*Teachers.*—The ability to command the esteem of parents and guardians, the moral power to win the respect of pupils, and the art of imparting instruction, are mental and moral qualities, indeed natural gifts which are, unfortunately, too often lost sight of in licensing individuals to perform the arduous duties of school teachers. Energy and enthusiasm under the direction of good judgment and sound discretion are qualifications no less important than those just mentioned. A man without these natural gifts may do something towards *keeping school*, but unless these qualities are implanted in his nature by the Divine Hand, no process of educational training will transform him into a successful instructor. For as surely as the organization through which the soul of a true genius manifests its high and holy aspirations is the choice gift of our beneficent Creator, so the true teacher must be the recipient of special talents for his high and responsible calling. Happy the School Sections where such individuals have the oversight of youth! Ardent whole-souled men and women, whose great life work is to enlighten, draw out and mature the innate powers of fallen humanity, and give our race deeper and loftier views regarding the relations to each other, and He, who is the supreme centre of love, justice, goodness and purity. Too much vigilance cannot be exercised in discovering who are the proper individuals for executing this great work. Men, from various motives and mistaken notions have abandoned a calling so glorious, but the man, who has the right views of life, and of the *higher life*, will endure the contumely and reproach of worldly men, who treat with disrespect the humble teacher who is higher in the scale of God's workmanship than themselves. In those schools where great pains have been taken with the small children for the last four years, I find the greatest improvement. A few of the most advanced Common Schools that I have ever seen have been taught in this way. In my experience with schools I find that if the ground-work of an education is not well laid in the first and second books of our school series, and if the other subjects of study laid down in the "Programme" for pupils in those books are not thoroughly mastered before going into the third book of lessons, a golden opportunity is lost which seldom can be regained in after school days. Indeed, it is surprising to see what can be done in the elementary branches of an English education, by the judicious training of children from seven to nine years of age.

*Modes of Teaching Arithmetic and the Reader.*—In a few of our schools, (country schools too), where pains have been taken with the pupils of those ages. when they arrive at the age of nine years, they have mastered the simple and compound rules of arithmetic and vulgar fractions; the relative positions of all the political divisions of the globe, with their mountain ranges, seas, lakes, rivers, gulfs, bays, &c., and are able to tell nearly all the parts of speech, that may occur in any of the reading lessons of the 2nd and 3rd Readers; to write down by dictation the more difficult words in any of the lessons read. I would here remark that in the schools referred to, the teachers cause the youngest children to print letters, form them into words, and write the common text hand on slates. They make the pupils in

the second Readers write all the lessons to be read. In this way very great progress is made both in reading and spelling. In the third and fourth books the pupils write part of each lesson, as well as get the meaning and roots of the most important words, and the master, at the close of each lesson, causes the scholars to re-write some of the words most liable to be misspelled. By such a system I find the best readers and spellers made. In the fifth book of lessons, a few of our teachers make their pupils write a brief sketch of what they have learned from this book during a week ; by this mode I find great accuracy in recitations.

*School Houses.*—Several fine new school houses have been built during the past few years. Five substantial brick buildings and one good frame, in the township of Hamilton. One of brick in Cramahe. One of stone and one of brick in Brighton township. One of brick and one good frame in Seymour. Two fine frame buildings in South Monaghan. One splendid frame building in Alnwick. A very grave defect in all these buildings, however, is the lack of ventilation on scientific principles.

*Journal of Education.*—This valuable and highly edifying periodical is well received by the more intelligent portion of the community, and its articles and selections much prized, on account of the chaste, high-toned moral bearing that they exercise on the people. Such reading cannot be too widely circulated, in order to counteract the pernicious tendency of much of the light literature of the day.

## XVI. COUNTY OF PETERBOROUGH.

### NEW SETTLEMENT STRUGGLES—SCHOOL HOUSES AND THEIR FURNITURE—BENEFICIAL DISTRIBUTION OF PRIZES—INDIFFERENCE OF SOME UNEDUCATED PARENTS—CAUSES OF NON-ATTENDANCE.

43. *Edward Smythe Hall, Esquire, Burleigh.*—*New Settlement Struggles.*—I beg leave to report, that one new school has been opened in the township of Burleigh, during the past year, known as school section No. 2, Burleigh. It is a poor section, there only being about 25 rate-payers to maintain the school. I am afraid it will hardly be in existence another year, as several of the rate-payers who have no children to send, grumble very much at the high rate of school taxes. In fact, they would not be able to keep it open now, were it not for the aid they have got from the Municipal Council, who granted \$100 to each of the four schools. Application has been made to me, to procure for this section some aid from the poor School fund, which is much needed ; for the parents, with few exceptions, are obliged to work out to support their families.

*School Houses and their Furniture.*—The School House in Union School Section, No. 1 Chandos, was burnt down last fall, and they have been using a private house since ; but I am happy to say they are now about building a new one. All the school houses are log ones, and all as good as can be expected in the present circumstances of the sections to which they belong, and may serve a useful purpose for some years ; but I am sorry I cannot say this of all of them, as there is one which is totally inadequate for school purposes, and insufficient for the accommodation, health and comfort of the children. This school is supplied with maps, but it is so small and low, that there is not room to exhibit them. School Section No. 1 Burleigh, is also supplied with maps, the other two are not, but I trust they soon will be as I have explained to Trustees the necessity of having them.

*Beneficial Distribution of Prizes.*—Prizes were distributed in all four schools, and I am happy to say had a very beneficial effect on both parents and children. I regret to say, that there are no libraries in any of the sections. Time, I find, must be given the people on this subject.

*Indifference of some Uneducated Parents.*—There seems a perfect indifference amongst the inhabitants of these townships to the pleasure derivable from a well selected library. The inhabitants are principally composed of a class of men who have received little or no education, though there are some who have received a good education ; and I am sorry to say more to their shame, that the latter are still more indifferent than the uneducated.

*Causes of Non-Attendance.*—The causes of non-attendance are various. Many of the larger children have to be kept at home to work, and in some instances where the larger children do not attend, the smaller ones cannot ; during some seasons, others have to stay in doors for want of shoes and clothes. Distance and the state of the roads, also operate



on the attendance. However, a good many in the different sections, have attended pretty regularly. All the schools are free. I hope next year to be able to give a more favourable report on these subjects. I have had a deal of trouble to get the annual reports from the Trustees, which accounts for mine being so late.

#### PROGRESS IN NEW SETTLEMENTS—MAPS, LIBRARIES, PRIZES, &C.

44. *The Reverend Frederick Burt, Dysart, Galway, Minden, Lutterworth, &c.*—*Progress in New Settlements.*—The cause of education has not retrograded in the northern parts of the counties of Peterboro' and Victoria, during the past year. But in my charge, the greater number of schools have been kept open a whole year, and quite a large aggregate attendance has been attained in many schools. In nearly all the sections, the trustees have done good work, they are zealous, and anxiously desirous of opportunities to improve their schools in every possible way.

*Maps, Libraries, Prizes, &c.*—I am therefore able to report that maps have been furnished to two schools, that three others are ready to apply for such an essential portion of school furniture; in one instance a neat fence has been put to the school premises, and other decent requisites added to the grounds; and at one annual meeting, a new school house was voted for to accommodate an overflowing attendance; and such is hoped for by next midsummer vacation; that at another section, two new libraries have been purchased, and neat cupboards provided for the same. And in another section, the case is made for a library, which has been, I believe, already asked for. Peace is the rule in nearly every locality, and in the fourteen sections under my charge, the non-attendance, which to your well-wishing mind, may seem large, is not large, and is caused by obstacles beyond our peoples' control; that is, poverty, distance and isolation by awkward situation prevent attendance. We live in hope that the free-grant system about to become *law*, will help us in this matter very materially. Prizes have been distributed in two instances only,—a cause of grief to many parents, teachers and pupils. The Hon. B. Flint, has been called to the senate of our new country, and hence we lose his beneficence in the shape of prize books to all the sections of the county. Religious instruction is not given as regularly by the several Ministers, as the Department would wish; it is left to the Sunday School, where there is some on the Lord's day. But our schools are opened with prayer, and reading of a portion of Holy Writ. A more systematic system of religious teaching may yet prevail, as these backwoods settle in. May 1868 add to our prosperity and so our county and country grow in knowledge and grace.

#### XVII. COUNTY OF VICTORIA.

##### CAUSES OF NON-PROGRESS.

45. *James Bartley, Esquire, J. P., Carden and Dalton.*—*Causes of Non-Progress*—Our schools in this township, are not making great progress, owing to various causes. *The changing of teachers.* By the time a teacher has acquired a knowledge of the pupils, he is generally changed for another who will perhaps require his time in making himself acquainted with the different characters and inclinations of the children. *The substitution of female for male teachers* in my opinion, greatly militates against the progress of our schools, for boys of from 14 to 15 years of age, will not pay much attention to a female, for in a general way the mothers do not keep them in any restraint, and consequently no strange woman can. *The distribution of prizes* would have a good effect. In a general way, our Trustees do not understand the necessity of distributing prizes; the want of means being, perhaps, a reason. Our township is new and pretty rough, and when such a place is settled by persons of poor circumstances, it is difficult for them to meet all the demands. All the schools in the township are poor, except Section No. 4. Religious instruction is not generally attended to, for the reason that the schools are mixed, and it would be next to impossible to give instruction to suit all. There is a practice of electing Trustees who have no children to send to school, and consequently are very indifferent respecting what kind of teacher they may employ.



## XVIII. COUNTY OF ONTARIO.

## CAUSE OF NON-ATTENDANCE—DISTRIBUTION OF PRIZES BENEFICIAL—SUNDAY SCHOOL LIBRARIES—BAD MANAGEMENT OF CHILDREN—POOR SCHOOL HOUSES—CHANGING AND BAD MODE OF APPOINTING LOCAL SUPERINTENDENTS..

46. *The Reverend R. Macarthur, Brock.*—*Causes of Non-Attendance.*—As to the causes of non-attendance, indifference is the prevailing *cause*, and in some *cases* personal pique at the teacher, on the part of the parents. The general regulations in regard to religious instruction, are not followed as far as I have been able to learn.

*Distribution of Prizes Beneficial.*—The distribution of prizes in every case where it has taken place, has exercised a healthful stimulus on the pupils, and I am decidedly of the opinion that a more general and more frequent bestowal of prizes would be attended with the most satisfactory results.

*Sunday School Libraries.*—I regret to report that Common School Libraries are nearly unknown, and in the two cases in which they are said to exist, I do not think much advantage is taken of them. Sunday School Libraries are more common, and I have reason to believe, are exerting a beneficial influence among old and young.

*Bad Management of Children.*—Yet, I regret to state, that the young in general, are not kept under a healthful, moral influence, arising from the absence of a sense of its importance on the part of parents and Trustees. Of course, as far as I could, I tried to point out this end to teachers, parents and Trustees, and have reason to think that my remarks on this subject were well received and their importance felt.

*Poor School Houses.*—The School Houses are generally small, log or frame, but are being superseded by brick or large frame. They are tolerably well furnished, and the various common branches of education tolerably effectively taught, though there are exceptions, where the teacher, devoid of enthusiasm, plods and drags along in a dreary, kill-the-time manner.

*Changing and Bad Mode of Appointing Local Superintendents.*—Local Superintendents in this township, are too often changed to effect any permanent good. Their appointment is nominally only in the hands of our County Council. The Reeve of the township makes the appointment to this office a fulcrum, for raising himself and his tools into their offices. It were much to be desired that the Educational Department had the appointment in its own hands. It would be, in my judgment, a change for the better.

## EDUCATION ADVANCING—EVILS OF IGNORANCE—BLESSINGS OF KNOWLEDGE—TRAINING AND CHARACTER OF TEACHERS—ENCOURAGEMENT.

47. *James Baird, Esquire, Reach and Scugog.*—*Education Advancing.*—The cause of education is rapidly advancing in this neighbourhood, a more lively interest is being felt in the proper education of the rising generation, and the many excellencies of our noble Common School system are just beginning to be fully appreciated. Our Common Schools are deservedly rising in public favour. That day is fast passing away when Common School shall be considered synonymous with poor school. People are beginning to discover that such an education as can be obtained at a good Common School, is abundantly sufficient to enable one, who has taken the full advantage of it, to discharge, with efficiency, all the duties of any office, in which he may be placed in after life, from the most common occupation, up to a seat in the Legislature of our Country. As a proof of this, we find that the number of those returned as attending no school, is fast diminishing; indeed the number in Reach and Scugog, is but trifling, when compared to what it has been, and even compared to what it is now in some sections.

*Evils of Ignorance.*—We have set our face against the injustice of depriving the child of its legitimate right—a good education—and we have done what we could to induce parents to avail themselves of the blessings so freely offered to all; and where we could not get at the parties concerned, we attacked them by proxy; or we have attempted to meet them through their neighbours. Why allow that most fatal of all diseases,—ignorance—to blight the future prospects of any child in the section, while a remedy has been so abundantly provided by our Common School; an institution than which no other in the

land has higher claims to public sympathy and support; and no other is calculated to repay the care and expense that may be devoted to it.

*Blessings of knowledge.*—No more powerful weapon for good, could possibly be put into the hands of an intelligent people, than a well appointed, thoroughly organized system of Common Schools. And in direct proportion to the goodness of the system, and the skill with which it is worked, will the future prosperity of a Country be advanced, and the stability of her institutions secured. While it cannot be denied that nearly all our schools are making satisfactory progress, still it must be admitted that the inestimable blessing of a good and free education is not valued sufficiently highly, nor improved as it ought to be, otherwise the large discrepancy between the number on our school rolls and the daily average attendance would not exist. When we consider that the average attendance at our schools in all parts of the country, is little more than one third of the number of children of school age, we are forced to ask why it is so? Of course, every one at all acquainted with the frequent necessity that exists for keeping boys, aye, and girls too, at home, will admit that this has something to do with it; yet, there is no reason why the average attendance should be so far below the number of children of school age, and it is high time that our Legislature were taking this matter in hand, and dealing with it as necessity demands. The rate-payers in the various school sections allow themselves to be taxed, in order to maintain a good school in their respective sections, and that the offspring of the poorest may have no barrier in their way in acquiring a good education. It is a source of satisfaction to see the entire youth of a section in the daily receipt of that education, which cannot be withheld with impunity. But taxes are levied, and teachers are hired to teach all the children of school age in the section; but if only one-third attend, two-thirds of the money raised, has missed its aim—it has been mis-applied. How very frequently does it happen that the most important school season (from 6 to 12 years), especially for poor children, is allowed to be drivelled away, and when the child comes to be about eleven years, he is forced to go to work, while as yet he has got no education. This evil, we believe could be cured without much difficulty. Let an Act be passed, making it imperative on parents or guardians, under a penalty, to send all children of school age under their control, to school for at least nine months every year, or until said children shall have acquired a sufficient amount of knowledge to pass an examination before a Board appointed for that purpose. The status need not be high; it might be such as any child of ordinary capacity in a good school, may acquire in four years. If such a law were enacted, we would see a universal "turnout" of these children, for whom our Common Schools are best adapted—from 6 to 12 years). The anxiety of children to pass this examination, and of parents to have them do so, would prove a far greater inducement to parents to send their younger children to school regularly, to children to attend their studies, and to teachers to press forward their pupils than all the prizes that could be awarded. Those who required their children's services at home, would be anxious to have them pass the examinations as soon as possible, so that they (the parents) might take them from school whenever they wished to do so. They might acquire sufficient knowledge to pass the required examination, by the time they became of any use to their parents at home. It would matter not, whether the parent wished to take his child from school or not, there would be an anxiety in the minds of all pupils and of all parents, as well as of all teachers to have all that could pass the examination. This system (as well as all other systems deserving the name) is predicated on the assumption that all our schools have good teachers. What avails superior systems of education, good school houses, abundance of suitable furniture, with unlimited money grants, if we have not a zealous and a skilful class of teachers. The quality, as well as the quantity of instruction, communicated in a given time, depends very much upon the amount of skill employed in communicating that instruction.

*Training and Character of Teachers.*—It must be obvious to all, and to none more than to the teacher himself, that a chief aim of every educational system should be the elevation and thorough training of the teachers, and every means which points to these ends, should receive the countenance and support of the entire community. It is only nonsense to talk of teaching without method, and other things being equal, the better the method the greater the success. And what teacher, deserving the name, who considers for a moment the responsibility that rests upon him—the duties which he owes to himself, to society, to



his country, but especially to the children placed under his care, would hesitate for the instant to use every means in his power, the better to fit himself for the discharge of the important duties of a school teacher.

*Encouragement.*—One important feature in the progress of our schools—I refer to those in Reach and Scugog—is the desire manifested by Trustees, teachers and many others throughout the various sections, to understand the school law, especially concerning their various duties with regard to it. The consequence is, that I have supplied a number of Trustees' manuals to the various sections under my charge; and now that they are familiar with the law, there is no more jarring, no difficulty in working it. In fact, difficulties seldom arose from parties wishing to violate the law; it was because they did not know it. So far as we have had time to examine the new series of Readers, we consider them quite an improvement on the old, especially for the purpose for which they are chiefly intended—to make good readers. This is as it should be. Everything is being done to render our educational system as perfect as can well be, and from its salutary provisions, ere another generation passes, Canada will occupy a proud position in point of education among the nations of the earth, her sons comparing favourably in this respect with those of any other land. And the day is far distant when the memory of him who has been chiefly instrumental in making our school system what it is, shall have passed from the grateful recollection of a Canadian people.

## XIX. COUNTY OF YORK.

### REGRETS—CAUSES OF NON-ATTENDANCE—DISTRIBUTION OF PRIZES

48. *The Reverend James Brooks, Etobicoke.*—*Regrets.*—It is to be regretted that with the excellent educational arrangements in our favoured Canada—education being within the reach of all, there should be at least 84 children in this small township who are “not attending any school whatever.”

*Causes of Non-Attendance.*—As to the “cause of their non-attendance” the Annual School Reports state “indifference” and “negligence of parents.” I think it might be added also,—negligence of teachers, Trustees and Local Superintendent—each of the parties might do more, to secure for the neglected ones, that which would be of great account to them throughout life. I hope the next Report will tell favourably in this respect. As regards the question respecting “Religious Instruction,” it does not appear from the Reports that the “general regulations” are followed in all cases. I will give attention to these “regulations,” and seek to encourage and further the better observance of them. I cannot speak particularly as regards the state of the libraries, or as regards the “influence the libraries exert in the neighbourhood.” I fear that some of them are in a neglected state.

*Distribution of Prizes.*—Prizes were distributed last year in one half of the schools of this township. As regards the result, I expect it may be said, there have been evil as well as good results. This measure when adopted, requires skill and good judgment, and other important good qualities on the part of the teacher, to be managed profitably. It would be well for Superintendents to study well the influence of prizes and rewards, and to dwell upon this subject in their School Lectures, which I propose to do.

### NON-ATTENDANCE—INJUSTICE OF IT TO TAX PAYERS—GOOD EFFECTS OF PRIZES—COMPULSORY EDUCATION—PERMANENT TEACHERS—OFFICE OF LOCAL SUPERINTENDENT.

49. *The Reverend J. Gordon, Georgina.*—This being the first year I have held the position of Local Superintendent of schools, and never having attended or taught a school, conducted as the schools of Ontario are conducted, I am yet but very imperfectly acquainted with the school system. I have seen enough of its workings, however, to lead me to believe that, were the privileges it offers taken advantage of, it would be a great blessing to the people of Ontario.

*Non-Attendance—Injustice of it to Tax Payers.*—The first question you ask is, “what are the causes of the non-attendance of children? Teachers and trustees in Georgina, have



got into the habit of answering by throwing all the responsibility upon the parents. Their indifference is assigned as the sole reason. And, indeed there is a very great indifference manifested by them. It shows itself in various ways. The slightest excuse is considered quite a sufficient justification of their absence. No shame is felt by the parent in doing so. There are exceptions to that here, but the reverse is quite exceptional. Besides, after the merest rudimentary knowledge is obtained, their education is considered quite finished." More time spent in school is almost regarded as time mis-spent. In this new country, where the physical is more looked to than the intellectual, many parents come far short of the ambition they should have for a healthy and elevating education for their children. Comparatively few make it a point to bring their children up to the full advantages offered them by the Common School. Most of the pupils are taken away from the schools just at that stage when the dryness of what is rudimental is passing into the interest of what is gratifying to an ingenuous mind. In consequence, no taste for reading is generally acquired, and animal pleasures are resorted to, instead of the purer delights to be found in perusing works that inform the judgment, or cultivate the higher principles of our nature. But though indifference of parents, thus manifesting itself, is the reason assigned by each Board of Trustees in the township for irregularity of attendance—there is another cause to which it ought partially at least be attributed. Justice to all parties concerned, requires that it be stated. Lying on the borders of Lake Simcoe, and being low and flat, there is a large proportion of the township marsh land. The consequence is, that the township is in many places but thinly settled, school sections cover too large an area and often it is all but impossible for children to attend. School Sections 4 and 5 are very much affected from this cause, and School Section 3 somewhat. A swamp intersecting the 4th section, seriously interferes with the regularity of the attendance.

*Good Effects of Prizes.*—To remedy this irregularity, to reduce it to the minimum, in School Section 1, the distribution of prizes has been resorted to, and I believe with very great success. I have been informed by some parents that, since rewards were given, their children seem very much more anxious to be present, not to miss a day, knowing that they were thereby missing a mark. In that section, the prizes are made a premium—not on talent, but—on diligence. And it would seem that a conviction is deepening that irregularity of attendance, can to some extent be counteracted in this manner, for at an examination in one of my schools at which I was present before the Christmas holidays, it was announced by one of the Trustees that they were going to try its efficiency this year.

*Compulsory Education.*—I believe, however, that though the distribution of prizes may do something to induce greater regularity of attendance, it will never be attained, until it is rendered compulsory. I look upon it, moreover, as a matter of simple justice, that such an Act should be passed, for if I am taxed for the support of a school from which I derive no direct advantage, I receive a very great indirect advantage, quite compensating me for the loss of the former, in the general diffusion of education, in society assuming a higher tone, in the greater security to my person and property which is afforded. Failing that, however, I received no compensation at all. If I am compelled to pay the taxes, levied to support a Free School, it should be compulsory upon parents to avail themselves of the privileges afforded them. In a new country like this, it is the physical which is first attended to, and necessarily so. But Canada has in my opinion reached that stage where more culture should be bestowed upon man, as an intellectual being. Cases there are in which it would operate harshly, but such an Act could be so hedged round with limitations and restrictions as to prevent that. Of this, I feel certain that no inducements held out by teachers or Trustees will secure regularity—that the disease will be cured only by a law which enforces attendance. With reference to religious instruction, I have to say that in mixed communities, such as we find in Ontario, the regulations concerning it, are a dead letter. Their execution is an impossibility. One school is opened and closed with prayer, others opened; in others any attempts to enforce these regulations would, I have no doubt, result in the establishment of separate schools.

*Permanent Teachers.*—The revised programme for County Board Examinations is followed, and with good results. There is a greater stringency, and the result is a better class of teachers—persons possessing more of the requisites to the right performance of their duties. There is yet room, however, for increased stringency. A great many present themselves for examination—far more than the country requires. Making the

position of a teacher one which would be accepted by a person capable of discharging its duties creditably, and permitting none but such to obtain certificates, the result would be very beneficial. There are five schools in the township. All have been open during the whole of the year, and all are free. One of the school houses is what it should be, two more are pretty comfortable, one of which has been considerably improved during the year; the remaining two are not just what they ought to be. They are thinly settled, scattered sections, rendered so by swamps intersecting them. In these, I hope there will be an improvement before long. There are no school libraries in the township. There is a township library, the books of which, however, are not often called for, though there are some valuable works among them. During the past year, school masters generally have progressed pretty well. There is a disposition here to make the office of teacher as nearly permanent as possible. That I very much like, for it will tend to secure a higher class of them.

*Office of Local Superintendent.*—In conclusion, I wish to say a few words about the office I at present hold. This is my first opportunity, and it will in all probability be my last. The way the duties belonging to this office are discharged, seems to me the weak point in the school system. Necessarily so, as long as the office is given to persons who have other duties to perform, to them more essential. My objection is not to the persons who are selected. It is, that they are persons who have other duties to discharge to which they wish to bring their chief energies, and who, in consequence, will pay little or no attention to the duties devolving upon them as Local Superintendents. You may say, they ought; but so situated, they will not, and further cannot be expected to do so for the few dollars it secures. And yet the due discharge of the duties of this office is one of the most essential to the good working of the school system. Let a person be appointed who will be able to devote his sole, or at least chief attention to the duties entailed by that office; let the district he superintends not be too large to be well inspected; let it be made in a pecuniary point of view, such that a capable person will undertake its duties; and then I have no doubt that, under his close inspection, teachers will be prevented from running in grooves, in which order men in every position are prone to run. Your school system, already doing much good, will confer the blessing of sound education upon the masses, and be a still greater boon to the people of Ontario.

#### HOW TO INCREASE THE ATTENDANCE AT SCHOOLS—BEST TEACHERS THE CHEAPEST —EVIL OF POOR TEACHERS—IMPROVEMENT IN SCHOOL HOUSES.

50. *John T. Stokes, Esquire, Gwillimbury East and Whitchurch.*—While I regret that the average attendance for the Township of East Gwillimbury as there shown, when compared with the previous year, is somewhat on the decrease, I am gratified in being able to report that a similar comparison shows a large increase (91), in the average attendance for the Township of Whitchurch.

*How to Increase the Attendance at Schools.*—The decrease in the Township of East Gwillimbury, I find to be more than accounted for in the decreased attendance at one school; and the increase in the Township of Whitchurch, is mainly attributable to a single section, which increased its average 75 in 1867, over that of 1866, two or three other schools making up the balance. The above results and the causes are, I consider, well deserving the careful consideration of both employers and Trustees in our rural sections. In these results, it can be seen by any person intimately acquainted with the causes, that the decrease in the township of East Gwillimbury is mainly to be looked for in a full *rate bill* having been imposed in the one school alluded to for the greater part of the year 1867, while the increase in Whitchurch can be attributed to no cause but the *free school system*, and the *employment of superior teachers* during that time.

*Best Teachers the Cheapest.*—These facts clearly illustrate the principle that it is not sound judgment for the majority in any section to impose a rate bill, when there is a respectable minority against it, nor for trustees to employ a poor Teacher when a good one can be got without trouble. The soundness of the argument invariably used by the supporters of the rate bill system, that they have no right to pay for the education of another person's children, is to my mind, very questionable, and would appear to be based upon a species of blind selfishness not at all congenial with the advancement of the present age; and it



is moreover productive of much injury to the working of our public school system. Those who argue thus, appear to forget the fact, that free schools encourage education, which, if of the right sort, encourages the growth of virtue; also that they, in their social position are as much interested in the virtuous conduct of other persons children, as they are in that of their own, since all form a part of the body social.

*Evils of Poor Teachers.*—The idea which seems to pervade the minds of many Trustees, that of employing an inferior teacher, merely because he is cheap, is, I think, of all evils in connection with our Common Schools, the worst; since cheap as they may appear to be, an equivalent for the outlay is seldom or never received. It has tended to introduce into many of our schools, a class of young inexperienced persons, mere boys and girls, who are far better fitted to be taught than to teach, and forms the principal degrading element in the teacher's profession. The employment of such persons is bad policy throughout, much of the time of our children, which in a new country like Canada, is precious, is wasted, and sometimes impressions and habits of a noxious character are, through such agencies, formed. I regret that some ready mode of preventing such young persons from entering the profession, could not be adopted, such as disqualifying all under a certain age, compelling them to undergo some probationary course, or some other partially prohibiting measure, which none but persons of years and talent could overcome; we should then have the profession filled quite sufficiently for all practical purposes, either to supply the demand or to prevent monopoly. While I am on this point, I think I should be wrong did I not express my long felt conviction that the section of the school act which allows Local Superintendents to give provisional certificates, is of no benefit to the public, while it is the porthole through which many improper persons enter the profession of teacher, generally through the operation of interested influence. While I have been compelled to report a slight diminution in the attendance of East Gwillimbury, I must not fail to call attention to the bright side of the picture.

*Improvement in School Houses.*—Union School Section No. 2, in that Township, has during the past year erected a new school house, (from plans prepared by myself) having a capacity for over 100 scholars, with a class-room sufficiently large to accommodate between 20 and 30 small children additional, as a junior department, the cost of which building including the fencing of the site, has exceeded \$1400. Similar efforts are now being made by Section No. 3, East Gwillimbury, the Trustees having just closed a contract for the erection of a smaller building in brick, with hollow walls (from plans also prepared by myself) having a capacity for about 60 pupils; this building will cost about \$1000. This at least shows energy in some quarters. But little has been done in the way of distributing prizes in any of my schools during the past year, two or three only having done so. I sincerely wish I could induce Trustees to be more liberal in this respect, for I have never known an instance, where it has been understood by the scholars throughout the year, that rewards of merit would be distributed at the Christmas vacation, that it has not been productive of beneficial results. But few of my schools are opened or closed with prayer, and in few is either the Bible or Testament read. Non-sectarian ideas appear to have taken such a firm hold of the public mind that the opposite extreme exhibits the greatest danger. In the foregoing remarks, I have considered some of the evils with which the schools in the two townships under my charge have to contend. I have thought this better than to laud all in connection with them that I have found to be good, merely for the sake of effect, leaving untouched those dangers or evils which the careful pilot always endeavours to shun. And I have not adopted this course, because no good could be found on which to treat, for I assure you that when the good is balanced against the evils, the former will greatly outweigh the latter.

## XX. COUNTY OF SIMCOE.

### PROGRESS—INFLUENCE OF GOOD TEACHERS—IRREGULAR ATTENDANCE—COMPULSORY EDUCATION.

51. *The Reverend R. Cleary, A. B. Mono.*—*Progress.*—I have much pleasure in being able to report satisfactorily of the schools under my charge. A great improvement has taken place during the past year, not only in the pupils, but in the class of teachers who have been engaged.



*Influence of Good Teachers.*—A good teacher always makes his influence felt in the neighbouring sections, and soon the people of those sections begin to desire the services of a thoroughly competent person, although they must pay him a better salary than they hitherto have been accustomed to give. One very fine stone school-house was built in the latter part of 1866, and opened in January 1867. It belongs to School Section No. 4, and it is really creditable to those who designed it.

*Irregular Attendance.*—The usual complaint made by teachers everywhere, is unfortunately too prevalent in this township, viz:—the irregular attendance of the children, and it is very hard to see how it can be remedied in a new country. During the summer months, it is almost impossible for the farmers to obtain farm hands, unless they will submit to the high wages required by those persons, and so their children are kept at home to work—Oh! when will parents learn to prize above the perishing things of earth, the advantages which they are neglecting so much? When will they learn to value the talents with which their children are endowed?

*Compulsory Education.*—I really think that when parents neglect their duty to their offspring, the law should interfere—schools are established, and why not provide children to attend them? What is the use of being able to say that we have so many thousand schools in Canada? And yet we cannot get those for whom they are intended to attend them. You have founded a system of schools which will cause your name to be honoured by generations yet unborn, do interfere and endeavour to bring the youth of our country in more direct contact with that which must benefit them so much, if taken advantage of.

#### LITTLE PROGRESS INDICATED—DISTRIBUTION OF PRIZES.

52. *The Reverend A. J. Fidler, B. A. Têcumseth.*—*Little Progress Indicated.*—I beg to state that in this township, there is but little religious instruction imparted in the schools; the system not presenting many advantages for Christian education. The influence excited by the small collection of books, called libraries, cannot amount to anything, judging from the Trustees annual reports, as it is there clearly stated that the number of volumes taken out during the year is utterly insignificant, not averaging ten per annum from each library reported.

*Distribution of Prizes.*—The distribution of prizes, judiciously managed, I am of the opinion has a good effect in arousing energy, and thus leading to results, which would never otherwise have been attained.

#### NEGLECTANCE IN REGARD TO TEACHERS' AND TRUSTEES' REPORTS—NON-ATTENDANCE —GOOD INFLUENCE OF THE DISTRIBUTION OF PRIZES.

53. *The Reverend Alexander MacLennan, Tossorontio.*—*Negligence in regard to Teachers' and Trustees' Reports.*—It would be a great benefit to our schools in particular, and to the country in general, as well as to Local Superintendents, if teachers were obliged to undergo a strict examination, as to their skill in filling up semi-annual and annual reports. If these are sometimes a specimen of the accuracy and faithfulness, with which the great work of the school-room is performed, confusion and not order, ignorance and not knowledge, must be the result of teaching.

*Non-attendance.*—The different given causes of non-attendance, may be thus summed up:—youth, distance and no cause. This is quite in keeping with some other characteristics of the Reports, which occasionally come to my hands, and betray much ignorance or shameful indifference. Unfortunately the common causes of non-attendance, are neither so limited in number, nor so honourable in character. There is no doubt, that in some localities, several are kept at home by youth and distance combined, and on account of the imperfect division of this township into School Sections, which had been made when the settlements were new and only partial. Such obstacles in these days of Free Schools, and of an increasing demand for education, are hardships, and it is to be hoped that they will soon be removed. If other hindrances, far more serious, such as worldliness, selfishness, drunkenness, indolence, indifference and self-inflicted poverty, &c., &c., could be as easily removed, it should be *quickly* done. The "general regulations in regard to religious instruction," are followed in some cases, and neglected in others; and as to the result, per-

haps there is not much difference. Of course, there may be unseen influences *when* and *where* not looked for, but who can trace them out and state what they really are? The revised programme for County Board Examinations is observed, and the examination questions are printed. Yet, there is room for improvement, and this Board, not only observes and prints, but it is also gradually and prudently filling up the room; and would fill it up more rapidly and effectually, if Trustees would come forward and help them with liberal salaries. We have no library, and thus we find it impossible strictly to observe the regulations. However, we feel very confident, that a library, when used, cannot fail to advance the noble cause of education.

*Good Influence of the Distribution of Prizes.*—This year again, prizes were distributed, and very liberally too, in each School Section; and there was a Township examination besides. The influence is generally very favourable. This annual and liberal distribution of books, is preparing the way for the usefulness of School Section Libraries, arousing parents and guardians, securing their interests, and a larger and more regular attendance of children, and is the means of rendering Trustees more active, and Teachers more watchful and diligent.

54. *George Mitchell, Esquire, Tiny and Tay.*—The reason that no school has been kept open in Section No. 2, Tiny, is, that they could not get a teacher to suit. The cause of non-attendance of children is indifference of parents. The regulation as to religious instruction, is not observed in these Townships. The programme for the County Board Examination is observed.

GOOD PROGRESS—GOOD TEACHERS—NUISANCE OF INFERIOR TEACHERS—GOOD INFLUENCE OF PRIZES—NON-ATTENDANCE—MILITARY DRILL AMONG TEACHERS.

55. *George Sneath, Esquire, Vespria.*—*Good Progress.*—The schools under my supervision are progressing favourably. It is very gratifying to notice the improvement in school matters, which has been made here. A great deal of credit is due to the gentlemen who fill, and have filled the office of school Trustees, for the interest they have taken in the cause of education, and for the very liberal manner in which they have conducted the business of their several sections, particularly in providing such comfortable and well furnished school houses, and securing the services of competent teachers.

*Good Teachers.*—I am sorry to state, that there are too many incompetent teachers in the field, who offer their services for any amount which they can obtain, to the great injury of the really useful ones, who have to take quite inadequate remuneration for their services.

*Nuisance of Inferior Teachers.*—The passing into law of your proposed new school bill, would remedy this evil; one-third of our teachers would have to look for other employment to the benefit of those who would remain, and the still greater benefit of the community at large.

*Good Influence of Prizes.*—Prizes are now given out once or twice a year regularly, in most of our schools, with very satisfactory results.

*Non-attendance.*—Distance from the school-house, is the principal cause of non-attendance in this Township. This will be remedied in course of time, as the Township becomes more thickly settled. New School Sections will be formed, so as to place all within reach of a school. At present, there are families quite out of reach of school privileges, at the same time having to pay equal school rates with those who enjoy all the benefits of having the school within their reach. This is a great hardship, but cannot be remedied under the present order of things. We have a Township Library, containing 550 volumes, which has been in use for thirteen years. The books have been well read. Some of the most interesting ones are nearly worn out and unfit for circulation, others are out of date; we badly need a fresh supply. There is some prospect of the township council appropriating a sum sufficient to furnish each School Section with a library the present year. I sincerely hope such may be the case. The advantages to be derived by our youth, from a judiciously selected library, are great.

*Military Drill among Teachers.*—About forty of our teachers having formed themselves into a Drill Association, have been duly enrolled and accepted by the Minister of Militia. By permission of your Department, and under the sanction of the County Board of Public



Instruction, as an experiment, one week was allowed them to meet together for drill. They met in the town of Barrie, in the last week in July, and were drilled every day by experienced military gentlemen; before dismissal they were inspected by Major Denison, and complimented by him on their appearance, and the advancement they had made in their drill, in so short a time. They were also addressed in complimentary terms by Judge Gowan, Chairman of the County Board of Public Instruction, and by other gentlemen present. It was acknowledged by all, that the experiment had proved a decided success. The fruits are already beginning to appear—several of the teachers having introduced the Military Drill into their schools, with marked success. It will prove a benefit in more than one point of view to the students, and ultimately, it must prove a benefit to the State, to have the youth of the land trained up to a knowledge of Military tactics. We are sanguine, as the experiment has been tried and found to answer expectation, that some measure will be adopted to carry out so laudable a work as the training of our teachers in the Military Drill, with a view to its introduction into all the public schools of the Province.

#### GOOD SIGNS OF PROGRESS.

56. *The Reverend James Ferguson, Oro.*—*Good Signs of Progress.*—We have now no third-class teacher employed. Some additions have been made to the salaries of teachers. The attendance is larger than in any previous year, and parents are getting more interested in the education of their children. Prizes were distributed in four schools; in three, there were recitations; and in two we had Drill, which the boys enjoyed more than any of the other exercises. I have much pleasure in testifying to a marked improvement in all the schools, especially as regards thoroughness in teaching. I shall probably have another school in operation to report in my next.

#### ENCOURAGING MARKS OF PROGRESS—COMPULSORY LAW REQUIRED.

57. *R. T. Banting, Esquire, Essa.*—*Encouraging Marks of Progress.*—During the year 1867, there were 11 Free Schools, and one partly free in successful operation. There were also two excellent new frame school-houses erected during the year. One of them (No. 9) for comfort and accomodation, is equal to any in the county; and although its erection cost a large sum, yet the rate-payers of the section paid it cheerfully. Our teachers are efficient, and nearly all of them in possession of first-class certificates, and as a general consequence their pupils are steadily progressing; indeed the inhabitants of this Township exhibit an increasing interest in the education of their children, and seem to appreciate more than ever the advantages of good practical teachers. The old "third-class," men of some years back could not obtain a school here now at any salary. The revised programme for County Board Examinations is observed, and the examination papers are printed.

*Compulsory Law required.*—The cause of "non-attendance" of some children, is stated by Trustees and Teachers to be indifference and carelessness of parents and guardians; indeed there is much need of some Legislative enactment, to compel such parents to send their children to school; for not being educated themselves, they cannot appreciate such a blessing for their children—a blessing that your excellent and unrivalled school system leaves within the reach of all.

#### SCHOOL EXAMINATIONS NOT ATTENDED BY PARENTS—SCHOOLS ADVANCING—CAUSES OF NON-ATTENDANCE.

58. *The Reverend Jacob Poole, Innisfil.*—From observation during the past six years that I have acted as Local Superintendent over the Common Schools of Innisfil, it appears to me that one generation will have to pass away before the school system will come to perfection in its working.

*School Examinations not attended by Parents.*—To instance one thing in particular, the law makes it the duty of all teachers to hold quarterly examinations in their schools. With this duty, the teachers would gladly comply; but after giving notice to all concerned in the matter, it often happens that on the day of examination, not one of the parents or



guardians of the pupils, and but one or two of the Trustees are present. On this account, they are not prepared to say whether the pupils are making any improvement by comparing the past with the present: such comparison, they cannot judge by, because they were not there, and such neglect on the part of the parents, robs the teachers of much of the credit due to them, and is a source of discouragement to teachers. But when the present generation, who are educated in our Common Schools, will be placed in the position of parents having children to send to school, they will take an interest in their education, such as their fathers generally never did, because they never saw the necessity of it—having had very little education themselves. How true are the poetic words of Pope, “’Tis education forms the common mind.”

*Schools Advancing.*—As far as I am competent to judge, I consider the schools of Innisfil taken collectively, are in a state of advanced improvement under the superintendence of a class of active men, who, with a few exceptions, are well qualified to do their duty to the pupils under their charge.

*Causes of Non-Attendance.*—As to the cause of the non-attendance of many children in the different sections in the Township, who are of school age, I am not of the opinion expressed by some Local Superintendents, that it is indifference on the part of the parents—I would rather say, it is owing to the distance at which they live from the school-house,—in connection with bad roads, and some of them but little travelled, and in the winter season blocked up with drifts of snow. At present, many School Sections are too large to accommodate all the children that would otherwise attend.

## XXI. COUNTY OF HALTON.

### GRATIFYING EVIDENCE OF IMPROVEMENT.

59. *The Reverend Robert Ewing, Esquering.*—*Gratifying Evidence of Improvement.*—When I accepted the office of Superintendent last year, I found most of the schools in a very efficient condition, and they still continue so. The advantage of a good education, is generally well understood in the district, and laudable and liberal efforts are being made by Trustees and others interested to render the schools still more efficient. The school houses, with four exceptions, are all of the most substantial and commodious kind, and two of the remaining old erections will, in the course of the ensuing summer, give place to brick structures of the more approved kind. The teachers in the Township, are for the most part well qualified, some of them having remained long in the same situation, and by diligent effort, acquired the pre-eminence of superiority in their profession. Our Board of Instruction has constantly endeavoured to raise the literary standard of those who seek to be admitted as teachers, and has by careful and frequent examinations, done not a little to attain that end. The majority of the schools are now free, so that the attendance is large, but irregularity on the part of many pupils is complained of, in almost every section. There are comparatively few children not attending school, and the only reason assigned for such non-attendance, is indifference on the part of parents. The new reading books are being introduced into most of our schools, and appear to give much satisfaction. With perhaps, one or two exceptions, the regulations relative to religious instruction are faithfully followed by the teachers. There is no defect, I observe more marked than the want of instruction in vocal music, which I think should be taught if possible in every school.

### GOOD EFFECTS OF PRIZES—LIBRARY SADLY NEGLECTED.

60. *The Reverend James Little, Nassagaweya.*—The supply of teachers has not been so plentiful this year as formerly.

*Good Effects of Prizes.*—Prizes are distributed in some of the schools, and that too with good effect, as the teachers make it a rule to give all the pupils a prize of some sort, and to test them by making every recitation an examination for months previous to the distribution. The Township Council voted \$20 for prizes last year, to be competed for at a general examination of representative pupils from each school; and so great was the satisfaction, that I have a few days ago been notified by our Reeve and Warden, Mr.

Archibald Campbell, that another \$20 has been put at my disposal, to be invested in a similar way for the present year. You will observe that all our schools are free. In some instances where parents have not intelligence enough to value an education as provided in our Common Schools for their children, I think the School Act so amended as to render attendance compulsory, would be a wholesome experiment.

*Library Sadly Neglected.*—Formerly, there was in Nassagaweya a Township library, and it was distributed amongst the School Sections. The books are under lock and key in most places, and neither numbered, labelled nor read. This is very sad.

#### MARKS OF PROGRESS—LIBRARIES WANTED—HAPPY EFFECTS OF PRIZES.

61. *Daniel McLeod, Esquire, Nelson.*—Out of a school population of 1,295 (between the ages of 5 and 16), I find 168 reported as not attending any school; of these, ill-health, distance from school-house, and want of proper clothing, may have prevented some; yet, in the majority of cases, negligence of the parents and guardians must be considered as the chief cause. It is worthy of remark, that those sections which contain villages, report the largest number of absentees. Six schools report the observance of the general regulations in regard to religious instruction; the actual number doing so, is perhaps rather above than below this.

*Marks of Progress.*—The Bible is used in all the schools but one, in some way or other, and only two have no prayer. The revised programme is used by the County Board in the examination of teachers, the questions are printed, and a much higher standard of qualification is required now, than was a few years ago.

*Libraries Wanted.*—It is to be regretted, that there is no Common School library either in the Municipality or the fourteen schools which it contains; the Sabbath School libraries that are established in a considerable number, perhaps a majority of the school sections, may be assigned in part as the cause *where they exist*. Yet the literature of the Sabbath school, however much it may exert a healthful moral influence, as it no doubt does in a high degree, wherever it reaches, does not supply the entire wants of the reading community. It would be a source of gratification to see a free library in every school Section in the Township, and in every neighbourhood in the Province. Much, very much, has been done already in this matter, still, there is a great deal yet to be done. It may seem strange, that there are so many Sabbath Schools and Sabbath School Libraries in this place, and yet but one reported—why this is so, I cannot tell, as my attention was not directed to it till it was too late to get it remedied for this year. The attendance, with the teachers and libraries, say of five other Sabbath Schools not reported, will perhaps be one-fourth less than that which is returned.

*Happy effects of Prizes.*—Eleven schools report the distribution of prizes, yet only four of them give the amount they cost. The happiest effects have resulted from the giving of such rewards or prizes; they have stimulated a noble ardour to excel, a noble emulation to obtain the prize. The schools in the old survey, or south-eastern half of this township, were opened from 1812 to 1814-1815: those in the new survey, or north-western half from about 1823 to 1826. I have found most of the schools in a prosperous state, the teachers faithfully and earnestly endeavouring to improve the minds of those committed to their charge; in their various branches of education, they are pretty generally well qualified for their work, and not a few an honour to their profession, yet some are inadequately paid for their services. The last log school-house (the relic of bygone days) was during the past year abandoned, and an elegantly designed, commodious and substantial frame-building substituted in its stead. We have five brick, one stone, and seven frame school-houses, valued, with their sites, at \$9,210. All but one have maps, with other school requisites, and that one had its maps, windows, &c., destroyed by incendiaries. Our present admirable school system is doing a *great work* in preparing our youth for entering upon the coming duties of life with efficiency and credit, and with qualifications to occupy positions of usefulness and distinction on the stage of action, or in the drama of life. When looked at comprehensively with all its arrangements for support and oversight, and for the supply of duly qualified teachers, together with that of all its varied school requisites and apparatus, we doubt if it is surpassed by the school system of any



other country. We have attended the schools in Scotland, but this certainly far surpasses the Scottish system, however justly celebrated it may be.

#### GOOD SCHOOL-HOUSES WANTED—GOOD EFFECTS OF PRIZES—RELIGIOUS INSTRUCTION NEGLECTED.

62. *John Askin, Esquire, Trafalgar.*—We are making progress by degrees. Our 17 schools are now pretty fairly supplied with maps.

*Good School-houses Wanted.*—Some of our school-houses are not what they ought to be: in small sections, the people are unable to build comfortable school-houses, and the Township Council will not equalize the sections. I think you will be obliged to settle the question yourself.

*Good Effects of Prizes.*—Prizes were distributed in many of the schools, producing good results.

*Religious Instruction Neglected.*—Religious instruction is too much neglected, and I find many children that are well up in their school lessons, unable to repeat the Ten Commandments. In this respect we are not advancing. I cannot boast of much benefit being derived from my lectures. I prepared one on the necessity of moral training, and on mutual forbearance, but I had very few to hear me, so that latterly I have turned my attention entirely to reasoning with the pupils, and I think the results are beneficial.

#### XXII. COUNTY OF WENTWORTH.

##### PLEASING ILLUSTRATION OF PROGRESS—DISTRIBUTION OF PRIZES BENEFICIAL.

63. *The Reverend George A. Bull, M. A., Barton.*—*Pleasing Illustration of Progress.*—The duties of both Trustees and teachers have been fulfilled with more than usual attention, and I beg to mention, in particular, the Trustees and teacher of the new school section No. 7. The advantages of a well-built and comfortable school house with suitable grounds and sheds are to be seen here. Both the teacher and children, numbering sometimes 100, quite enjoy the comfortable and convenient arrangements made for them. Already the example of this new section is being followed by some of the older sections, and I have no doubt that they too will soon reap the best results. The attendance of school children is very good throughout the township, and slightly exceeds that of former years. The two sections 3 and 7, lately added are found to have been very much required. The reading of Scriptures and saying of prayers are observed here with but one exception, and that, I believe, arises from no feeling of distaste, but from want of duly considering their vital importance. The Ten Commandments and the Lord's Prayer are frequently recited. No further religious instruction is afforded to the pupils of our schools. I have nothing new to report in respect of Common School libraries, but am aware of a few new Sunday School libraries. The County Board examinations continue to be strictly conducted according to the prescribed regulations.

*Distribution of Prizes Beneficial.*—Prizes were given in five schools at the Christmas examination, and I believe that the effect was altogether good; they, at least, tended to enliven the minds of the children at that happy season.

##### CHURCH AND FAMILY THE PLACE OF RELIGIOUS INSTRUCTION—SIGNS OF PROGRESS AND NEGLECT.

64. *The Reverend John Porteous, Beverley.*—You will observe that in twelve of the fifteen schools the Bible is read, and, I am able to add, not as a class-book but as the daily opening exercise. I do not think that any minister of religion in this township imparts Christian Instruction to any of its schools. I am pleased that this is not attempted, for I believe it to be an attempt not likely to lead to any good result.

*The Church and Family the Place of Religious Instruction.*—The church and the family, not the Common School-house, are the proper spheres in which children are to be taught the religion of the Bible: but as everything should be done religiously, it is most becoming and right that God should be acknowledged by prayer and by reading His word at



the commencement and close of every school day. From the little that has come under my own observation, I am free to confess, that there is as much deference paid to religion in our Common Schools as in some that I have seen in other lands where the law compels its teaching.

*Signs of Progress and Neglect.*—The indifference of parents, coupled in many cases with the difficulty of procuring help outside of the family must be mentioned as one more of the principal reasons why so many do not attend school. The feeling is becoming more common, if we may conclude from the remarks often heard, that the schools should all be declared free by the Legislature, and that a compulsory attendance for a portion of the year should be provided for. It seems unreasonable that the compulsion should be only on the side of the freeholders, and not also on the side of the children for whose benefit, nevertheless, the land is taxed. Our free schools, you observe, are eleven out of the fifteen. As noticed in my reports of previous years, our County Board and our two public school libraries are managed according to the requirements of the law. Prizes have been given in eight of the schools. No inferences can be drawn regarding the state of Sabbath Schools in this township from the report. Indeed, I have reported the two cases from my own knowledge. We have a good number of such schools in the township, but I have no details. We have a superabundance of religious machinery. I am struck with the disproportion in attendance between the boys and the girls. It is very nearly as four is to three throughout the township. In one of the two schools taught by females, the boys are exactly three to two girls—I refer to section No. 13. While in No. 12 alone the girls outnumber the boys, but only by one. One must infer from this fact that the opinion seems yet to prevail that girls need less Common School education than boys. The natural disparity between the sexes does not justify the above disproportion. It is gratifying to see that Trustees are becoming much more business-like in making up their accounts. It is also pleasant to see nine blanks in the columns which are devoted to their debts. And the reports themselves shew that these might have been increased, and that the debts, with the funds reported as in hand, should have been much less. In conclusion, we have in the township 1768 school children reported, only 1458 of them were at school at all, and then only 156 of these attended more than 200 days, that is one person in every eleven whom the law reckons of school age.

REASONS FOR NON-ATTENDANCE—GOOD INFLUENCE OF LIBRARIES—EXCELLENT EFFECTS OF COMPETITIVE EXAMINATIONS AND PRIZES—HONOUR TO EXAMINERS—DRAWBACKS.

65. *The Reverend Alexander McLean, Flamboro' West.*—*Reasons for Non-Attendance.*—The real reasons of the large number of non-attendants at the Common Schools are—1st, the degradation attending drinking habits, and 2nd, the lack of the Free School system. Although there is religious instruction imparted in the schools of this township generally, yet the pastors of the various religious denominations do not embrace the opportunity allowed by law, from the fact, that generally they are non-residents themselves. The examination questions are printed and changed by the Board of Instruction each half year.

*Good Influence of Libraries.*—I am sorry to see so few libraries in the township. Their influence, where they are, marks the sections *excelsior* in every thing—there we find the *experts*. The books are covered and labelled. The distribution of prizes has given a healthful stimulus to many of the schools, indeed, the atmosphere of many of the schools is changed from *dull* to *bracing* by the prize books.

*Excellent Effects of Competitive Examinations and Prizes.*—The township competition and award of prizes gave an impetus to education, especially in the sections which embraced the opportunity. I am sorry that more did not enter the lists; but as it was, it was an honour to the township, and reflected great credit on the teachers and the pupils, and laid the township under a debt of gratitude to the teachers who superintended the arrangements, and also, particularly, to the talented and generous gentlemen from other places, who examined the pupils and awarded the prizes. When all were excellent examiners, the facetious, witty and loving-hearted Mr. McGann, drew his little contestants to him as by magic, and inspired them with courage to do their best.

*Honour to Examiners.*—The self-denying efforts of those gentlemen who acted as

examiners, deserves to find its fruit and reward in an extension to other townships of the competitive system. I am happy to report a *resurrection* of three of the schools of the township, and the marked progress of all the schools in reading, writing and arithmetic. In some of the schools the latter named study is taught with the greatest success in speed of calculation and in accuracy of operation.

*Drawbacks.*—I have to deplore the too general absence of the parents and Trustees from the examinations and the lectures. Some few of the sections are honourable exceptions in this respect. Another drawback is the irregularity of pupils in attendance, but there is an improvement in many of the schools. A few are models in this respect. I find a growing tendency to the Free School system. Two or three have come into that system this year.

NEW SCHOOL HOUSES—ALL THE SCHOOLS IN BINBROOKE FREE, AND NO CHANGE OF TEACHERS—MAJORITY OF SCHOOLS IN SALTFLILET FREE—GOOD EFFECTS OF PRIZES AND LIBRARIES.

66. *The Reverend George Cheyne, A. M., Binbrooke and Saltfleet.*—The schools are maintaining their character for efficiency and success.

*New School-houses.*—Two, new, commodious, neat and substantial school-houses, have been erected during the year. One in Saltfleet, in School Section No. 8, of stone, at an expense of \$1,000. The other in School Section No. 5, Binbrooke, a frame building. They have been arranged and furnished according to the approved method, greatly facilitating the business of teaching, and the proper government of the school, which is a matter of paramount importance. Whatever may be the other qualifications of a teacher, if he is deficient in the art of governing, he will never be successful. The erection of these school-houses affords a proof of the interest which the Trustees and people are taking in the cause of education, while it conduces to the health of the scholars.

*All the Schools in Binbrooke Free and no Change of Teachers.*—All the schools in Binbrooke, have been kept open during the whole year, and no change of teachers has taken place, which is highly creditable, both to teachers and people. Some of the teachers have entered not merely on the second, but fourth and sixth year, with the same section. It will be seen from the report that the average attendance has also been considerably higher. The average time during which the schools in Saltfleet have been kept open is somewhat shorter, arising chiefly from the fact, that School Section No. 8, was without a school-house till the autumn—the school being in operation only about two and a half months. Notwithstanding it is gratifying to notice that the average attendance over the whole Township is a little higher. It is a question worthy of consideration, whether a vacation of four weeks, instead of two, from the middle of July to the middle of August, would not be an advantage. The attendance at schools is generally small during the latter half of July, at any rate. Prayer and reading the word of God, has been generally adopted in these townships, (there being few exceptions). May the blessing of God, who alone can bless, render the instructions imparted, beneficial, fit the rising generation for the duties of future life, and thus promote the peace and prosperity of the Dominion of Canada. The revised programme for examination of teachers, is followed by the County Board of Public Instruction. New questions are prepared for each examination and answers in writing are required. The frequented, and repeated examination of teachers, instead of being an injury, is a real benefit. It provides a stimulus to teachers to improve, and come up to the first class; so that they may not have to come up every year to the Board for examination. We find that in this county, this result is produced. If teachers have not energy and ability to rise, in course of time, to the first class, the sooner they give up teaching the better. Free schools are increasing.

*Majority of Schools in Saltfleet Free.*—All the schools in Binbrooke, and a majority in Saltfleet were free.

*Good Effects of Prizes and Libraries.*—Prizes were given in many schools, and I think with advantage. They are valued by the scholars, and serve as an encouragement to diligence in study. I am not aware that any evil results have arisen from their distribution. It is evident from the reports that libraries are not valued as they ought to be. Few of them to read them where they are, and where there are none, there appears no desire to



obtain them. There are, however, so many Sabbath School Libraries, that abundance of excellent reading may be obtained in every section, from that source. Information in regard to these was not given in the reports, except in a few cases. I have added what I could from my own knowledge, yet still the information respecting them is very imperfect. On the whole, I am satisfied the cause of education is prospering. The people seem to realize more its importance and appreciate its advantages.

### XXIII. COUNTY OF BRANT.

#### GOOD STATE OF MOST OF THE SCHOOL HOUSES AND SCHOOLS—OBJECTIONS TO THE DISTRIBUTION OF PRIZES, WHICH HAVE NOT AFFECTED THEIR USEFULNESS IN OTHER TOWNSHIPS.

67. *The Reverend William Beattie, Brantford.*—Situated as the township of Brantford is among the older settlements, one would naturally expect a considerable similarity in every annual report, for the Trustees of the different School Sections have become familiar with the requirements of the school law, and are generally anxious to possess a good school house well furnished with maps.

*Good State of Most of the School Houses and Schools.*—This object has been gained in the majority of sections, while in the others there is something like a settled conviction that every means should be used to gain it. The Schools are under the charge of efficient teachers, and the prosperous condition in which I found them is evidence of the energy of the teachers and their fitness to communicate instruction. It would scarcely be fair to compare one school with another, for some are far more favourably situated than others. One great hindrance to the prosperity of some schools is the irregularity of attendance at certain seasons of the year, which, I am afraid, must in many cases be attributed to the insensibility of the parents to the value of education, and the proper time when an opportunity should be given to acquire it. There is a great anxiety on the part of teachers and trustees to conform to the general regulations, and to use only authorized books, and I am persuaded that a distinct statement is all that is necessary to secure the immediate adoption of any book authorized. There are few, if any, public libraries connected with the School Sections, but there are numerous Sunday School libraries. It would be difficult to estimate the influence of such, but if they raise the tone of morality and keep the mind from coming into contact with those pernicious publications which are the bane of this age, they are worthy of all encouragement.

*Objections to the Distribution of Prizes which have not affected their Usefulness in other Townships.*—The distribution of prizes is not general in the schools. In many cases, this arises from a conviction that there is very great difficulty in giving prizes, without giving offence to some of the scholars, which, in too many cases, is only another name for giving offence to their parents. When such a feeling exists, the comfort of the teacher is affected and his success hindered. Were there some system adopted, by which the different schools might be examined by neutral parties, and the prizes distributed according to the results arrived at, the partiality of the teacher might not be blamed; though even with such a system, the necessary reference which in some cases would require to be made to the teacher, such as in the matter of regular attendance, good conduct, &c., he would not get off without blame. It is very difficult to get a parent to admit that his child is not as clever as any other; and when the parent is a witness to the examination on subjects on which he himself may be imperfectly informed, perhaps the difficulty is somewhat increased. As a matter of course, the revised programme of County Board Examinations is observed, and the examination questions printed.

#### CRIMINAL NEGLECT OF PARENTS—TEACHING ELEMENTS OF AGRICULTURE RECOMMENDED—FIVE LIBRARIES AND THEIR USEFULNESS.

68. *The Reverend John Armour, Burford.*—Children not attending any school, I must confess myself at a loss to satisfactorily account for in this Township. Here there are five-sixths of our schools "free."

*Criminal Neglect of Parents.*—It cannot be accounted for on any other ground than that



children and parents are culpably negligent, or they put no value whatever on education. Nothing shows man's heedlessness and depravity more than indifference to Gospel grace, to the generous, unbounded and unmerited invitations of the Gospel; and surely nothing exhibits the derangement of the human heart and intellect more than when a good, sound and useful education is within the reach of every child, and yet such is the apathy of parents' hearts, that they will not send them to obtain it. I cannot comprehend such indifference, it is altogether inexcusable, and upon their heads must rest the blame forever. Are the general regulations in regard to religion followed, and with what results? I believe there is no systematic effort put forth in this Township, in regard to the young being taught religious truth by clergymen. There are a few visits made by professional men, but nothing systematic and of an efficient character. Sabbath Schools are common, and libraries attached to them; but during the winter four months, they are generally closed. And this is the reason our reports of Sabbath Schools are so meagre and incomplete. I would beg leave to suggest a fresh revision of the programme of teachers' examinations and I would recommend the study of agriculture for males. This Township with a great many others in the Province, is purely agricultural.

*Teaching Elements of Agriculture Recommended.*—Nine-tenths of our population are dependent on the soil for a living, and I believe that were our young men taught the science of farming—taught the properties of different soils, manures, &c., it would be of incalculable advantage to the rural districts of our magnificent country. A year or two ago, I put forth some effort to get this study introduced into some of our schools, but the teachers objected, as it was not in the programme. And though I wrote to the Education Office, receiving a very encouraging reply, which I read at some examinations, yet, no teacher would introduce the subject into his school, because it was not in the programme. There are other studies which might, with much benefit, be taught in our schools.

*Five Libraries and their Usefulness.*—I find an increasing desire to have more libraries. The time is not far distant, when we had no libraries of a sectional character in this Township; but now there are five, and I believe other sections are preparing to have them also. I believe they exert a permanent and beneficial influence for good.

#### XXIV. COUNTY OF LINCOLN.

##### GOOD EFFECTS OF PRIZES—LIBRARIES—NON-ATTENDANCE.

69. *Eli Gregory, Esquire, Louth.*—*Good Effects of Prizes.*—Where prizes have been distributed they have had a good effect. They have caused a friendly rivalry amongst the scholars, which is very desirable amongst the different schools. I had an examination of all the schools in this township, on the 7th inst. when there were 115 prize-books distributed, with very gratifying results. The only thing that could be said against the whole examination was the want of room, there being over five hundred persons present, and about three hundred competitors.

The religious instructions are not generally carried out, and appear to be of little importance to any in the way they are conducted. The revised programme for County Board examinations is observed, and the questions printed.

*Libraries.*—The library books are numbered, but not covered, and the regulations are not as strictly observed as formerly. The books are old and considerably worn out, and it seems there is not the interest in them there was some time ago. There should be new books obtained of the proper kind and then there would be an increased demand for them from the different librarians.

*Non-Attendance.*—The cause of non-attendance is purely negligence of parents. There are a very large number reported as not attending any schools. That, I think, is not correct. For instance, in school section No. 1, they have 80 children of school age, of whom 70 are entered on the register, and the other ten, from some cause, attend another school, and are reported as non-residents by that section, and are finally reported as not attending any school.

##### MISCELLANEOUS FACTS AND OPINIONS.

70. *Charles B. Millner, Esquire, Grantham.*—I consider the past year as very favourable

to the interests of education in this township. A new school-house was built in Section 3, besides payment made of the arrears due for one erected in Section 2, in the year 1866. A remarkable feature of the past year as regards teachers, is the preponderance of females employed, the number being six, and of males, only four. Whether this is for the benefit of the pupils remains to be proved, but no failure has been apparent at the examinations. I scarcely think the Trustees have any object in view, other than the lower salary at which young women can be hired; but the progress of the children is equal under their management to past years, when more men were engaged. Of course fifty or a hundred dollars, saved per annum, is of some consequence to rate-payers. The number of children attending schools is over former years, but this may, perhaps, be attributed to an increase of population. There are still many who never enter a school-house, which can only be from the carelessness of their parents; free schools making no difference, as the rate-bill is collected in only half of our schools, whilst the absentees are equally numerous from both kinds. When stating that most of our school-houses have globes, it must not be presumed that they are used, for few teachers understand their use; and if they do the children are usually withdrawn, before making enough progress in Geography or Astronomy for them to be of benefit. Prizes have been distributed in some schools, and I think the effect must be good, as the children gaining them are so proud of carrying them home. Of private schools, I can give no satisfactory information. Of Sunday schools there are certainly two or three of which no mention is made in the Trustees annual report. The returns of population are very dubious, and some other columns are not quite filled up as I should wish; but on the whole, the Trustees deserve credit for their endeavours to make up the reports in a satisfactory manner. I am sorry to say the township library is a failure, although costing nine hundred dollars, inclusive of the grant from the Education Office. In two sections, the Trustees positively refuse to have charge of the case of one hundred volumes, to which they are entitled, with the privilege of exchange when read! Our Circuit Board of Public Instruction is very thinly attended. The questions should be sent from the Education Office, with those answers thought necessary for each grade of certificate. We should then have a uniformity with other circuits of the country, which at present we have not.

71. *James Wynn, Esquire, Niagara.*—I beg to inform you that the schools under my jurisdiction are in a first class condition, in regard to numbers, moral government, and educational attainments, and are steadily advancing.

## XXV. COUNTY OF WELLAND.

### LOW STATE OF THE SCHOOLS—CAUSES—ONE GOOD SCHOOL IN PORT COLBORNE.

72. *The Reverend W. E. Cooper, M. A., Humberstone.*—Having been appointed Local Superintendent of the township of Humberstone, in June last, I am not able to speak as fully and correctly upon the state of the schools in the township as I hope to be able to do, should I remain in office to make a future report.

*Low State of the Schools.—Causes.*—I have visited the greater number of the schools, and find them, on the whole, doing as well as one could reasonably expect. The township is decidedly behind any other of its age with which I am acquainted. Not only are the people to a very great extent poorly educated themselves, but they seem unwilling to spend more than they can help in having their schools kept open.

You will observe that all our teachers (with one exception) have first-class certificates—but they are from the County Board—except Mr. Langdon's, (of the Port Colborne school), whose certificate is a first-class of the Normal School. I cannot say much for the value of our County Board certificates; the examination was conducted in an unsatisfactory manner in two respects, first—the candidates, were obliged to sit close together, so that copying and mutual help were the rule rather than the exception; and, secondly—the papers were too short, most of them containing but five or six questions, and, I think, too much time was allowed for each one. The examination in Euclid and Algebra was a mere pretence; but very few did anything worth mentioning, although the papers were absurdly easy. The examination was altogether a written one, and lasted one day. At our last meeting the Board passed a resolution modifying the scheme, making the exami-



nation oral in all but mathematical subjects, and extending the time to two days. As regards the papers, I, for one, would far rather have papers sent from the Normal School than prepare them here. In none of the schools is there any religious instruction. Some of them—under some of the teachers—open and close, or open merely, with a prayer; sometimes the Lord's Prayer alone is used, but in none that I am aware of is the authorized form made made use of in its integrity. There is a very large German population in the township; they are somewhat adverse to the Common Schools; the reason given me by some of the Trustees is that their ministers (Lutheran) set them against our irreligious system. I have begun a course of lectures in the sections, and always take occasion to show them that they should blame protestant divisions in religion, and not the school system; that it is owing to religious discord, that it is impossible to have a school system for the whole country, where religious teaching could be systematically given during school hours. I also mentioned the legal provision for religious teaching *after* school hours. There are two German Schools in the township; the people as a general rule, sending their children to these schools, until they are about 14, and then to the Common School. There is also a sort of jealousy felt by the old people at the evident preference of their children for the English language and ways, which has a good deal to do with their opposition to the schools. It will take some years to have things made much better. An ill-informed and consequently narrow-minded generation, will always have it in its power to hinder real progress. The greatest obstacle to overcome, is the parsimonious spirit which makes people unwilling to pay enough for a good teacher, or keep him when they have engaged him. Moreover, considering the teacher to be "hired," and his "wages" a matter of the keenest calculation, the result is, they have no respect for him, and the feeling passes to the children. They get a "cheap teacher" generally, what they call a "school-marm" at from 12 to 14 dollars a month during the summer, employing a better teacher during the winter. The consequence of this, I find to be that the standard of all the rural schools is immeasurably below what it ought to be.

*Good School in Port Colborne.*—We have a most admirable school in Port Colborne, the standard of which is very satisfactory. In it two teachers are employed, and have not been, and are not likely to be changed. In this (Port Colborne School) alone, I believe, have prizes of any kind been given. I hope to see a change in this respect during the present year. I regret to say that we have no school libraries used in any of the sections. One or two have reported libraries, but on enquiry, I find no one knows very clearly, where they can be got at; they certainly are never used. The great trouble is, that one cannot get at those who are the great drawbacks to the efficient working of the schools. They will not come to lectures or examinations, so that one might be able to suggest a few ideas to them, which might modify their notions to some extent. On the whole the only remedy that can be suggested, as at all likely to meet the case, is to go on patiently working to the best of our power, and as unitedly as possible, trusting that time will bring improvement.

#### EXAMINATIONS—LIBRARIES—STATE OF THE SCHOOLS.

73. *The Reverend George Bell, Stamford*—I think that religious denominations, do not, in any case, use the school-house for religious instruction.

*Examinations.*—The revised programme is observed by the County Board, (Welland); the questions are printed, and the examination is in writing, but oral questioning is added, at the discretion of the examiners.

*Libraries.*—The amount, \$660, is the estimated value of *Common School Libraries*; it does not include the value of any other libraries. The other libraries are as follows:

- |   |               |
|---|---------------|
| No. 6, Village of Drummondville             |               |
| 1 Mechanics' Institute—850 vols.            |               |
| 4 Sabbath School, in the following schools: |               |
| Wesleyan Methodist.                         | } 1,100 vols. |
| Canada Presbyterian.                        |               |
| Church of England.                          |               |
| Regular Baptist.                            |               |
| No. 9—1 Sabbath School, Union—100 vols.     |               |



No. 10—Stamford Village.

1 Congregational Library, Church of England—50 vols.

3 Sabbath School, in the following schools :

Wesleyan Methodist

United Presbyterian of N. A }

Church of England. }

Union No. 2. 1 Sab. School Library, Wesleyan Methodist.

*State of the Schools.*—While the state of the schools in the township may be generally regarded as satisfactory, they differ so much in their standing, that a more particular notice of them should be given. No. 6 and 9 are *superior schools*, conducted with great energy, zeal and hard work, and giving the highest class of Common School training. Nos. 1, 2, 4, 5, 7, 10, and the Roman Catholic Separate School, in No. 7, though differing considerably, may all be said to be *good efficient schools*. Union No. 2, which is very small, and the R. C. Separate School, in No. 1, are *inferior schools*. The school-houses call for the following remarks :—No. 6, a very good and suitable building, well planned and furnished, but not large enough for its very large attendance. Its junior department is excessively crowded. No. 5, a miserable old building, which should not be tolerated as “a seat of learning.” R. C. Sep. No. 1, is in an old dwelling house, which was purchased for this school. It is unsuitable in form and appearance, but is sufficiently roomy, and appears comfortable. No. 10 was burned last week. The school has been re-opened in rented premises, until a new school-house can be erected. The other school-houses are all tolerably convenient, comfortable, and respectable in appearance.”

#### PROGRESS MADE IN SCHOOL-HOUSES AND SCHOOLS.

74. *S. S. Hagar, Esq. Wainfleet.*—After several years of anxious toil and trouble, I have succeeded in getting the schools under my charge, with one exception, into a favourable condition. The peculiar situation of the Township rendered it very difficult, and I may add, impossible to form it into School Sections, and give general satisfaction to all concerned. It required the work of years, to bring about our present favourable condition, and this we had to accomplish before we could do much in the way of erecting school-houses. Ten years ago, there was not one school-house in this Township worthy of the name, and now we have had erected within five or six years, five first-class brick, and two frame school-houses, and there will be two or three more built during the coming summer. The opinion that has prevailed in many rural districts like this, among the parents, that they have got along well in the world without an education, and their children could do the same, is fast passing away, and those parents begin to feel that it is positively *criminal* in them to allow their children to grow up in ignorance, under our present very favourable school law.”

#### EXAMINATIONS—GOOD EFFECTS OF PRIZES.

75. *The Reverend D. J. F. MacLeod, M. A., Willoughby.*—“The state of the schools in the township is, on the whole, satisfactory ; five out of the six teachers hold first class certificates.

*Examinations.*—The examinations by the County Board are conducted with greater care and strictness at each succeeding session, though it is my humble opinion, that the County Boards, as at present constituted, will always be unsatisfactory. The number of members is unnecessarily large, too large to do the work efficiently, and as it is made up of Grammar School Trustees, as well as Local Superintendents, it must contain many who have not the vaguest idea of what an examination, to be worth anything, should be, to say nothing of their ability, or rather inability to conduct one. I earnestly hope that some of the excellent changes proposed at the County Convention, may soon be carried out.

*Good Effects of Prizes.*—Prizes were distributed at two of the schools in the township—at one of them by myself; there was a good deal of interest manifested, and far from any evil consequences resulting from the distribution, the effects were most beneficial—a marked improvement in the attendance of the pupils, and increased interest in their studies, being the most noticeable.

## XXVI. COUNTY OF HALDIMAND.

## NON-ATTENDANCE—NO LIBRARIES—PEOPLE ANXIOUS FOR SCHOOLS.

76. *Thomas C. Pinkett, Esq., Canborough.*—*Non-Attendance.*—The cause of non-attendance is generally "indifference of parents," but I am glad to see by the reports, that there are not so many children not attending school as there used to be. The general regulations in regard to religious instruction are not attended to. The revised programme for County Board examinations is observed, and the questions are printed.

*No Libraries.*—*There are no Libraries.* I see by the reports, that prizes have been distributed, but with what effect, I am not at present prepared to give an opinion. I rather think they have been given to *every* scholar, which of course, is not as we understand the giving of prizes.

*People Anxious for Schools.*—I am happy to state that, hard as the times have been, the people generally were for keeping the schools open, and each one has been kept open 9 months.

## SLOW PROGRESS—ENCOURAGING REVIEW—ADVANTAGE OF NICE MANNERS IN SCHOOL.

77. *The Reverend John Flood, Dunn and Moulton.*—Distance from the school-house, is the chief cause of non-attendance. The regulations in regard to religious instruction are not followed, except where I observe them myself.

*Slow Progress.*—When we compare the state of education in any township with that in which it was during the preceding year, we very often fail to perceive, even a little improvement. This arises from the greatness of the cause or work, and the numerous hindrances, against which we have to struggle.

*Encouraging Review.*—But if we think of the schools, scholars and teachers, fifteen or ten years ago, and consider what they are now, we are delighted with the change which at once bursts upon our minds. They have risen to such a superiority as commands respect in the estimation of any person who was acquainted with them at that time. This is cause for thankfulness, and it ought to encourage us to be patient and persevering in striving to elevate our Common Schools,

*Advantage of Nice Manners in School.*—Let not those who have been brought up in genteel society, and who are out of employment, feel as if it were degrading to be instructors in good manners, but rather let them regard it as a duty and an honourable calling, to be imparting to the youth of their country some of the refinement in manner to which they have been accustomed. I have been led to give more consideration to this point than I formerly did by what I saw at the beginning of this winter, in one of the schools, of which I am Superintendent. The teacher had a certificate from the Normal School, but it was easy to perceive that, besides this, her previous habits and education had been those of a lady. And I observed that her pupils were quickly being influenced by her example, to be more pleasing in their way of acting and speaking. She was soon called to a school which was nearer home, and more remunerative. I am convinced that as a teacher, she will be a treasure and blessing, wherever she may be employed.

## XXVII. COUNTY OF NORFOLK.

## STATE OF THE SCHOOLS—GOOD SUGGESTIONS AS TO COMPULSORY EDUCATION AND THE MINIMUM OF TEACHERS' SALARIES.

78. *James Covernton, Esquire, Charlottetown.*—*State of the Schools.*—All the schools were free, with but one exception, where 12½ cents per month were charged (that school has since become free). Although the free school system is this year universal, its results do not in one respect, completely satisfy its ardent supporters, inasmuch as it has not secured larger attendance during the the past year than previously, as my report shows the averages in 1867 were 407—318, whereas they were in 1866, 441—355, being a decline of nearly 9 per cent.



*Good Suggestions as to Compulsory Education, and the Minimum of Teachers' Salaries.*—It is to be hoped that in the forthcoming School Law Amendment Act, some stringent clauses will be introduced that will compel all parents to send their children to school, for a short period at least, every year. The winter season is the only period that many boys can be spared, and some are so useful through the sleighing, that they are kept steadily on the road, driving teams. If the general interests of society have required that property shall assume the entire expense of the Common Schools, it was, I presume, supposed that universal instruction would be the result. Now the school reports show that has not yet been effected, nor is it likely to be, as this last year contrasts unfavourably with the former, and I venture to assert an opinion, that this grand desideratum can only be secured by insisting upon an annual attendance of some duration, under pain of forfeiture to the School Section, (in which the affront to the humane scope of the school-law is offered), of a sum more than equivalent to the value of the time that ought to be devoted to the business of learning, but given to the every day pursuits of life. The means of dispelling the blighting mists of ignorance are now effectually provided and these means must be brought to bear upon the *entire juvenile* population, even if coercive measures require to be used for the accomplishment of so great a blessing. The revised programme for County examinations has long been enforced in this County. Great care has been taken to raise the standard of qualification of teachers, but no corresponding means exist to secure to the teachers an adequate remuneration—that being left to competition, a mode, that when the supply exceeds the demand, leads to great practical hardships, which is illustrated by certain returns of salaries in my report, where one female of tried ability discharged the duties of a large and onerous department of an important school for \$10 per month, by the year; while in another section \$20 a month were paid to a first-class teacher. If it is requisite to define the minimum of remuneration to Local Superintendents, I think it may be considered equally as important to state what shall be the minimum salaries of first, second and third-class teachers. I cannot help thinking the moral of the Lancashire motto, “A fair day’s wage for a fair day’s work,” will better meet the justice of the case and the *ultimate benefit* of the schools than a short-sighted economy, which, in effect, in some cases, places schools at the disposal of that teacher who will discharge its duties for the smallest recompense. It is generally felt that it is desirable the business of tuition should be a permanent one. To render it a vocation by which its members may live in modest comfort, a standard of remuneration should be fixed, but without some legislative effort of this kind we may be sure that employment in schools will only be temporarily sought as a means to accomplish some more desirable ends and aims of life. I trust the amended School Law will soon be in operation, and that the advantages some of its changes are calculated to secure will soon be experienced. *Necessity* has imposed upon many of us obligations that we have felt but *imperfectly qualified* for; and, I think, many old Local Superintendents will, like myself, be exceedingly pleased to give way to a system better adapted to the advancement of the times and the wants of the schools.

#### NON-ATTENDANCE—PERSONAL KNOWLEDGE IMPERFECT

79. *The Reverend D. Deacon, Walsingham.*—*Non-Attendance.*—The only reason for non-attendance of children of school age I find given in the reports is “indifference of parents.” And, if I may express my opinion, I think there are many whose parents are too poor to clothe them properly. This, I have no doubt, is a reason for their non-attendance in many places.

*Personal Knowledge Imperfect.*—Concerning the religious instruction, I find that in some sections the regulations are observed, but with what result I cannot say. There is only one section that is reported as having the books of the library covered. As to what influence these libraries have through the township I am not able to tell. I am aware that in many of the sections, prizes were distributed, but with what effect I have not been able to learn, nor have I had any opportunity of enquiring.

#### COMPULSORY ATTENDANCE ADVOCATED—EXAMPLE OF SCOTLAND—GOOD EFFECT OF PRIZES.

80. *The Reverend William Craigie, Woodhouse.*—*Compulsory Attendance Advocated.*—



The cause of non-attendance of pupils is, in most cases, the carelessness of parents, and might be remedied with much advantage to the country were power vested in some local authority to compel attendance as you some time ago proposed.

*Example of Scotland.*—To obtain that and some other improvements which we possess in our national system, there is a movement going on in Scotland, where the interests of education have long been carefully attended to. At a public meeting held in Glasgow, on the 22nd January, on the subject of national education, the Lord Provost in the chair, resolutions were adopted declaring "that any system of national education must be defective which does not enforce the attendance of children at school ; that religious teaching should be given at a distinct hour, and that any child be withheld from such teaching if his or her parents objected to it ; also that there should be local rating and local management with a Central Board in Scotland." The revised programme for County Board examinations is strictly observed and the questions are printed.

*Good Effects of Prizes.*—Where prizes are distributed they have a good effect in aiding the teacher and encouraging the pupils.

## XXVIII. COUNTY OF OXFORD.

### INCREASED INTEREST DISPLAYED IN THE SCHOOLS.

81. *The Reverend S. Belcher, Nissouri East.*—I am happy to be able to state that I believe, in every section of the township, the people are becoming more convinced of the importance of education, and are displaying increased interest in the matter.

### CARELESS CHOICE OF TRUSTEES—NIGGARDLINESS IN PROVIDING APPARATUS AND MAPS—VALUE OF PRIZES—MISFORTUNE OF AN IGNORANT COMMUNITY.

82. *The Reverend John Wilkinson, Norwich South.*—*Careless Choice of Trustees.*—I think I see the ground on which a part of our trouble rests, viz. :—The want of care in the choice, respecting qualification for office, when changing Trustees. Still there is unquestionably a manifest improvement on the whole, and no doubt will be in the future.

*Niggardliness in Providing Apparatus and Maps.*—It is very desirable that there should be a greater amount of ambition and liberality respecting the furnishing of the schools with all manner of apparatus, maps, &c.

*Value of Prizes.*—The distribution of prizes, in some cases I have witnessed at the close of the examinations, contributed to confirm me in the belief that the practice should be more frequent and more universal. It is an encouragement to faithfulness and punctuality on the part of the children, and might be one great inducement to better attendance. As far as religious instructions are concerned, viz., on the part of the teachers, I find of necessity a diversity must exist. One is a professor of religion, another is not, one reads and prays both, another reads only, and some are too bashful to do either. Should there not be a rule ? I invariably enforce religious sentiments on all visitings of the schools, and liberality in their support. The best material may cost the most, but it wears the best.

*Misfortune of an Ignorant Community.*—An ignorant community is credulous, covetous, selfish, difficult to manage ; hence disputations and differences. The scale of scientific and moral training must be raised, and more crime will be prevented at less expense than can be cured at a greater ; thus advance costs less than retrograde movements, virtue than crime, church and school than houses and officials of correction, with nameless expenses. It is well for the community at large that the present school system contains so much of the compulsory power to impel to the discharge of duty on the part of officials, and better would it be if something could be done to compel attendance on the part of pupils, inasmuch as schools are almost universally free.

### RELIGIOUS INSTRUCTION—INFLUENCE OF PRIZES—CHANGING TEACHERS DEPRECATED—THIRD-CLASS CERTIFICATES RESTRICTED.

83. *The Reverend John Hunt, Oxford East.*—*Religious Instruction.*—With one or two exceptions the Bible is read and religious exercises attended to as directed by

authority. All are free schools but one, and I am of opinion that it would be much better for the section if that were so as well.

*Influence of Prizes.*—Prizes have been awarded in at least two schools, and I think I have observed their good effects in producing a greater degree of diligence on the part of the pupils, as it was made known several months beforehand that the distribution would take place according to standing in the various classes.

*Changing Teachers Deprecated.*—Several changes have been made in teachers the past year. When a good teacher has been engaged for several years, and is doing his work well, changing is very much to be deprecated, merely for the sake of procuring one at a lower salary. In many cases, what is gained in this way, is lost by the decrease in the average attendance at the school, and as a consequence the amount granted from the Government Fund, is proportionately less. The teachers of this county are generally well qualified for their profession. The examinations of the County Board of Public Instruction are very thorough, and it is, I think, a rare instance when any unworthy candidate obtains a teacher's certificate.

*Third-Class Certificates Restricted.*—In no case will the Board grant a *third-class* certificate, except to a person already engaged in teaching, (and who has probably before obtained a second class) and then only for the term of six months, so as not to put trustees to unnecessary inconvenience. On the whole, looking at the reports from different parts of the country, I cannot but regard this county as being far in advance of many other places as to educational interests, and yet, there is room for much improvement. I hope that an arrangement will be made at the next meeting of the Board to grant no one a third-class certificate a second time.

#### READING IN THE SCHOOLS DEFECTIVE.

84. *Joseph B. Piper, Esquire, Oxford West.*—I do not find proper attention paid to reading, punctuation and inflection of the voice. I think that our readers should have several pages devoted to lessons on this subject.

#### GRATIFYING IMPROVEMENT—STANDARD FOR CERTIFICATES RAISED—WANT OF LIBRARY DEPRECATED—GOOD SCHOOL HOUSES.

85. *The Reverend William Graham, Zorra West.*—*Gratifying Improvement.*—It affords me the greatest pleasure to announce great improvements in the schools in this township, not only in the credit that teachers reflect on themselves, but also in the efficiency and qualifications of the teachers employed.

*Standard for Certificates Raised.*—Our Board of Public Instruction has wisely raised the standard, and we are witnessing a marked change for the better, in this respect. The Revised Programme of the County Board is duly observed. The daily proceedings of the schools under my charge are opened and closed by prayer or reading the Scriptures.

*Want of Library Deprecated.*—The deficiency in school libraries is severely felt in some Sections of our Township.

*Good School Houses.*—I am very much pleased with the condition of most of our school houses in the Township. Those of the primitive kind are replaced, or being replaced by new, suitable, and substantial brick buildings. In regard to religious instruction, there is considerable improvement, and facilities are increasing. But a very small proportion of the children in the Township, are not favoured with tuition, and some of these in consequence of unfavourable circumstances. In taking a retrospective view of the year's work I find a decided improvement, and it is pleasing and delightful to look at the state of our teachers and pupils now, compared with years gone by, giving a sufficient cause of thanksgiving to the author of all good.

#### XXIX. COUNTY OF WELLINGTON.

#### STEADY PROGRESS—CHANGE OF BOUNDARIES TROUBLESOME—SCHOOL HOUSE IMPROVEMENTS—TEACHERS' SALARIES INCREASED—EXPENDITURE FOR MAPS AND PRIZES—A SCHOOL 17 YEARS WITHOUT MAPS, &C.—MISCELLANEOUS INFORMATION.

86. *A Dingwall Fordyce, Esquire, North Riding.*—*Steady Progress.*—Taking them as a



whole, the schools have been going on satisfactorily during the past year, some most particularly so, while some few have been in a languid enough state. Most of the schools reported were open the whole year, the exceptions being mostly in the township of Luther, where the shorter period is not at present to be wondered at or greatly complained of. There are ten schools in the township, half of them are kept open all the year round. The whole number of schools more or less in operation during the year has been 97—ten of which are Roman Catholic separate schools—with a solitary exception all free. The number of schools open is the same as in the former year, but embraces two new schools in Luther.

*Change of Boundaries Troublesome*.—Various alterations in territorial limits besides that now alluded to, have likewise been made—whether altogether wisely or not I am scarcely prepared to say. Changes of the character I have mentioned are the most serious ones which have affected the schools under my supervision for the past year. They have occasioned a vast amount of trouble in their respective neighbourhoods, and occupied much of the time of the other Township Councils. If the arrangement that has now been made is found to work at all well it will be great relief to all concerned, and I shall heartily rejoice at it. In some cases, I fear, it will not make a final or altogether satisfactory settlement of the matter. In some of the Union Sections, too, where there has been no proposition of dissolution emanating from either Township Council, much difficulty has been felt from the great difference of the valuation of the property in adjoining Townships. Something has been done in the way of building.

*School House Improvements*.—A good brick school-house has been erected in Section 6, Garafraxa, while a substantial and handsome stone dwelling has been built as a teacher's residence in Section 4, Nichol, and steps have been taken for building in Section 13, Peel, a brick school-house, to be finished with the latest improvements in the way of seating. The school-house in the village of Salem has been greatly altered for the better. The ground round the school-house has also been nicely enclosed, levelled and much improved. Comparatively few of the schools get any benefit from the Clergy Reserve Fund. Those in the Township of Nichol, however, do. In this way \$275 were distributed among the Common and Separate Schools there last September.

*Teachers' Salaries Increased*.—I am glad to say that, except in the Townships of Peel and Maryborough, the average of salaries given to the teachers has been slightly on the increase. The register number of pupils shows an increase of 4 per cent. over the former year. The aggregate attendance, however, shews a diminution of one-half per cent, comparing the first half of 1867 with the same half of 1866; but in the last half of 1867, making a like comparison, there is an increase of 22 per cent. Several of the larger schools have come to feel the need of having a regular assistant to the teacher.

*Expenditure for Maps and Prizes*.—The sum of \$244 has been laid out on prizes; the former year there were nearly \$100 less; but, after all, no more than 32 schools have availed themselves of this useful method of stimulating and encouraging deserving pupils. The amount expended for maps, on the other hand, is less than the former year's outlay, —being only \$129—representing the action, in this particular, of 14 schools. More than half of these have not been long in existence.

*A School 17 Years without Maps*.—One of the others has at last been aroused to do what was needful, after having dispensed with anything of the kind for no less a time than 17 years.

*Miscellaneous Information*.—As regards text books, the approximation to uniformity is being made perhaps as speedily as, under the circumstances, could well be expected; there being but one or two of the works, not strictly speaking, authorized. Perhaps there may be scarcely an authorized work in all respects answering the end of what is in use. Having explained fully last year the mode I had taken of circulating School Lectures in all the schools under my care, I prepared a school lecture, on purpose, and printed it. I shall only say here that the same plan was followed in 1867. In a few cases I gave the lecture orally, which was of a practical character; but in reporting the statistics I have followed exactly what I find in the Trustees' reports, and it may possibly be that the short address always given, as a matter of course and duty on visiting a school, is acknowledged in some cases as a lecture by the teacher; in other cases the printed lecture is particularized, of which nearly 2000 copies were circulated as I have said.



The County Board during the past year, has made trial of a plan for the greater convenience of teachers, which promises well. It is to have three different places for examination, at points which are centres, and yet distant from each other. Fergus, Orangeville and Mount Forest. The teachers enter more freshly on their work, from being saved a fatiguing journey in the extreme heat of summer or depth of winter, and are saved considerable expenditure, both of time and money. The examination proceeds simultaneously in all three localities, under the charge of a committee, composed of at least two members of the Board, (one of whom is resident where the examination is held,) who see that the examination proceeds properly—review the papers and transmit them for examination by the whole Board on an early day thereafter. The statistical reports shew that out of the 97 schools which have been open, the Bible or Testament, or both are read in 81. Of the other 16, there are nine Roman Catholic Separate Schools, and one a mixed school under Roman Catholic trustees and teachers; two are mixed schools, but many have a pretty large number of Roman Catholic scholars. In some cases, where this is so, a certain delicacy is felt about introducing the reading of the Scriptures—a delicacy which the law does not require, which Protestant parents might take exception to, but which, nevertheless, under all circumstances, it might not be best to question the propriety of.

#### HIGH STANDING OF TEACHERS—VALUE OF THE MERIT CARDS—GOOD SCHOOL HOUSES SUPERSEDING THE OLD ONES.

87. *The Reverend James Kilgour, South Riding.*—The schools under my charge continue to make a considerable improvement. The average attendance for the past year, is larger than it was at any time past.

*High Standing of Teachers.*—Out of nearly fifty persons employed as teachers, it is not to be wondered at, should one or two be inefficient, and perhaps a similar number unfaithful and trifling. These, we trust, especially the latter class, will soon find their proper place, and that is outside of the profession. More than three-fourths of the teachers employed in this Riding are faithful, energetic and efficient. All hold first-class certificates except two, and these have grade A of the second-class. A considerable number of the schools have had prizes distributed in a promiscuous manner among the scholars—that is every child getting some sort of a book.

*Value of the Merit Cards.*—In only a few have the merit cards been adopted, and prizes awarded accordingly. The teachers who have introduced the merit cards, consider them as producing a healthy stimulus among the pupils. In fully one-half of the schools, there are no libraries. This is much to be regretted, seeing that books can be obtained at half-price from the Educational Department. A school library, I trust, will soon be placed in each section.

*Good School Houses Superseding the Old Ones.*—The old-fashioned, incommodious, and in many instances, uncouth school houses, are giving place to more substantial and elegant buildings. In three of the sections, tenders have been accepted to build stone school houses, to be completed in 1868. The County Board for this Riding has for years past had its examination papers printed. No third-class certificates have been granted for several years, neither do I know the School Section in my jurisdiction that would submit to have such a class of teachers imposed upon them.

#### XXX. COUNTY OF GREY.

#### FREE SCHOOLS UNIVERSAL—TEACHERS' EXAMINATIONS RIGID—LIBRARIES—PRIZES—READERS, ETC.

88. *William Ferguson, Esquire, Artemesia, Melancthon, Osprey and Proton.*—*Free Schools Universal.*—The schools are all conducted on the free principle. I regret, however, that notwithstanding the facilities afforded, there are many of the school population in each township who do not attend any school. The causes of non-attendance are various, indifference in a few cases, in others poverty, distance from the Section School, badness of the roads in the newer sections, and the value of rural labour, all act as detaining causes. In reference to the general regulations as to weekly religious instruction by the ministers of the different persuasions, as far as I am aware, none of the resident

clergymen appear to have leisure to avail themselves of the recommendation or permission of the school law in that respect; yet, on the whole, through the many excellent Sunday Schools now successfully sustained by the various denominations, the religious instruction of the youth is considerably attended to.

*Teachers Examinations Rigid.*—The revised programme for the examination of teachers is strictly observed, the questions are printed, and for a number of years past it has been the aim of this County Board to elevate and render more efficient the teachers' profession. With this view the examinations have been somewhat rigid in fundamental and essential studies, especially in reference to first-class applicants, while the duration of certificates to qualified teachers has been proportionably extended.

*Libraries.*—As to libraries I should state that there still exist the remains of the several hundred volumes obtained many years ago for the township of Artemesia, and of smaller supplies for the township of Osprey and one School Section of Melancthon, but as yet there are none in the township of Proton. The books more adapted to juvenile reading have been so often read as to be now a good deal worn out, and with the several Sunday School libraries have interested and fostered a taste for reading in most of the young people, but many of the larger and standard works are uncalled for, and are covered, numbered and labelled, but to a large extent unread. I do not think the library regulations are strictly observed. The Trustees of the school at Priceville intend to procure a library for their section during the present year.

*Prizes.*—In several schools prizes have been distributed, and in a few cases temporary jealousies\* were created, but, on the whole, I think that the distribution of prizes, has been beneficial. Some schools have obtained from the Department during the past year, from \$12 to \$20 worth of prize books. In many school sections, the *Journal of Education* is justly prized and carefully read by Trustees and Teachers.

*Readers, &c.*—The new series of Readers authorized by the Council of Public Instruction, is rapidly superseding the former National series; but a great want is still felt in the total absence of authorized manuals on the "Art of Reading"† "Mental Arithmetic," "School Organization" and "Drill for boys at school." I have received numerous applications from teachers, and others, as to how such manuals can be procured, and it is to be regretted that none appear to have been published. The issue of such manuals would be hailed with delight by the friends of Common Schools in this county. I may just add that but one case of arbitration has devolved on me for the past six or seven years.

#### ESTABLISHMENT OF TOWNSHIP BOARDS ADVOCATED—REASONS GIVEN—ANALYSIS OF SCHOOLS—RELIGIOUS EXERCISES—VALUE OF PRIZES.

89. *Charles Gordon, Esquire, Townships of Derby, Holland, Keppel, Sarawak, Sullivan, and Sydenham.*—The majority of the Trustees' reports agree in attributing non-attendance to the indifference of parents. It is also certain that in many cases sickness, long distance and the almost impassable state of the roads, are fruitful causes of the children being numbered in the non-attendance list.

*Establishment of Township Boards Advocated—Reasons Given.*—There is also, in my opinion, another cause to be found in the succession of indifferent to good teachers, which would in a measure at least, be counteracted by the substitution of Township Boards for the present system of School Section Trustees; in too many cases, the Trustees for the sake of a few dollars, inflicting the injustice of engaging indifferent teachers.

*Analysis of Schools.*—There were in operation during the year 1867,—54 schools,—51 Common, and 3 Roman Catholic separate schools—taught by 29 male and 24 female teachers—one not reported. There were 16 first, 36 second, 1 third-class teachers in Roman Catholic separate schools in the Township of Holland, and one not reported. There were 51 reported free, 2 not free, and one not reported. The free system may in these Townships be said to be universal. The private School reported in the Township of Holland has, I think, been closed.

*Religious Exercises.*—The regular use of prayer is always more or less beneficial, and

\* The use of the Departmental Merit Cards would prevent these jealousies.

† The "Art of Reading" published by the Irish National Board, can be obtained at the Depository, Toronto.



when the teacher's example comports with the duty, it is no doubt decidedly advantageous to the moral training of the pupils. The Board of Public Instruction for the County of Grey observes the programme, and the examination questions are printed—a new programme at each sitting of the Board. The libraries do not appear to be used as much as they ought to be, but where established, there is no doubt of their exercising a beneficial influence, frequently in an indirect manner.

*Value of Prizes.*—In sections where prizes are distributed, their influence both with regard to attendance and diligence, is decidedly favourable, the teacher finding their distribution a great auxiliary in stimulating the pupils both in their studies and punctuality in attendance.

### XXXI. COUNTY OF PERTH.

#### RELIGIOUS INSTRUCTION GIVEN—PRIZES BENEFICIAL—TOWNSHIPS COMPARED—SMALL SALARIES OF LOCAL SUPERINTENDENTS.

90. *William Rath, Esquire, Blanchard, Ellice, Fullarton, Hibbert, and Logan.*—*Religious Instruction Given.*—The regulations with regard to religious instruction are generally observed. As to the result, I am of opinion that it satisfies the desire generally entertained by parents, that the education of their children should not be wholly unaccompanied by religious instruction. I should also hope, though I have no facts to prove it, that it is not without its effect on the morals of the children. The revised programme for County Board examinations is observed, and the examination questions are printed. An entirely new set of questions is generally prepared each half year. The Board is efficient, and in good working order. I can give no further information respecting libraries, than that given in the reports, which is meagre and unsatisfactory. It is evident that these Townships are behind, if not indifferent, on the subject of libraries.

*Prizes Beneficial.*—As far as I have observed, the distribution of prizes has been attended with beneficial results; but such distribution requires judicious management, otherwise it will do more harm than good.

*Townships compared.*—Comparing these Townships with each other, Fullarton stands first in the character of its schools, while Logan and Ellice are furthest behind. In these latter Townships, the circumstances of many of the settlers—the broken and swampy character of the land, and the want of homogeneity of the population—tend to isolation and lack of unity of purpose; while a feeling of indifference, partly the result of the two former causes, but too generally prevails. It will be observed by my reports, that the schools were all free, and nearly all kept open the whole year—so far well. I have noticed that teachers who have attended the Normal School, are most efficient, and shew the benefit of their training; but the poor salaries paid teachers must be noted as one of the drawbacks here. On the whole, comparing the schools now with what they were fourteen years ago—when I held the office of Local Superintendent for this county—their progress is gratifying, though not quite up to the material progress of these Townships during the same period. I have strong hopes that the future will develop an increasing interest in the cause of education. One thing that operates against the progress of the schools, is a want of efficient and uniform supervision.

*Small Salaries of Local Superintendents.*—This is attributable in a great degree to the School Act, which suggests the miserable pittance of four dollars a school as the pay of Local Superintendents\*. The result is, constant change in the office, and in many cases a merely nominal performance of duty. This subject should not be lost sight of in any future changes of the school laws.

### XXXII. COUNTY OF HURON.

#### GRATIFYING CONDITION OF THE SCHOOLS—NO THIRD-CLASS TEACHERS—CHANGE OF TEACHERS DEPRECATED—PRIZE GIVING ADVANCING—RESULTS VERY SATISFACTORY.

91. *Thomas Stokes, Esquire, Goderich.*—*Gratifying Condition of the Schools.*—My

\* Before this law was passed, the "pittance" to Local Superintendents was often only one or two dollars a school—now the minimum is four dollars per school.



My visitation in September last, was upon the whole, very satisfactory. I found, with one or two exceptions, the schools well attended—the pupils generally intelligent, well clad, orderly and clean—the majority of them possessing a laudable spirit of emulation.

*No Third-Class Teachers.*—There are no third-class teachers in the Township, and most of the teachers now employed, will compare favourably with any.

*Change of Teachers Deprecated.*—There has been a change of four teachers this year,—two have retired in consequence of ill-health, one to pursue a new line of life, and the remaining one has removed to a school in another Township, where he receives a much larger salary. A change of teachers where they are all that can be desired, is much to be deplored, it proving very prejudicial to the educational interests of the respective sections. The revised programme for County Board examinations is observed, and the questions are printed. The regulations with regard to religious instruction are not so fully observed as I could desire.

*Prize Giving Advancing.*—In some of the schools, prizes have been awarded during the year, and with very satisfactory results; the prize-giving system seems to be advancing. I am sorry to find so few libraries, but hope in the future to be able to report more favourably.

*Results Very Satisfactory.*—The books seem to be in general use, and if they be of the right kind, cannot fail to be productive of very beneficial results—morally and intellectually—both to parent and child.

ALL THE SCHOOLS OPEN—WELL SUSTAINED—WELL MANAGED LIBRARIES IN ALL THE SCHOOLS—EXCELLENT EFFECT OF GOOD SCHOOL HOUSES ON THE ATTENDANCE OF PUPILS—PRIZES A POWERFUL LEVER—THE READERS—SUGGESTIONS.

92. *R. D. Bonis, Esquire, Hay, Stephen and Usborne.*—*All the Schools open—Well Sustained.*—All the Sections were in constant operation during the past year, and the interests of education are well sustained in these Townships.

*Well Managed Libraries in all the Schools.*—Every School Section is supplied with a well selected library, furnished through the enlightened liberality of the respective Township Councils, and changed from section to section annually, by Township librarians, who report on the condition and due return of the books. I have made no return of children not attending any school, because I am aware that it is seldom anything better than a rough estimate made from the school population. There are to be found boys and girls approaching the limit of sixteen years who have already acquired a tolerable Common School education, and a great number of children over five years who have not yet commenced school, and as far as I can learn, the non-attendants are almost wholly composed of these two classes. Distance from the school house on the part of the younger children, and a dislike of the teacher on the part of the older ones, are the apologies offered by the parents for non-attendance; and I think it but fair to state, that I think something ought to be done to enable children to attend the most convenient school. The distribution of the Legislative and local school grants, according to attendance—irrespective of section boundaries—would be a measure of simple justice.

*Excellent effect of good school houses on the attendance of pupils.*—The erection of good well-finished school houses has the effect of increasing the school attendance in a marked degree, and the restrictions placed on Trustees not allowing them to borrow money for building purposes at a greater than the legal rate of interest ought to be removed. A good school house is an essential to a good school, and every facility ought to be afforded Trustees who desire to build. It is absolutely discreditable to know that Trustees who build large expensive school houses in this part of the country are obliged to have recourse to an evasion of the school law in order to procure the means, as money cannot be procured for such a purpose at a legal rate of interest. Very few prizes have been distributed during the past year and there seems to be a general feeling that prize books are not as much valued by the pupils now as they were formerly, which is no doubt owing in some degree to the fact that Sunday School prizes are so frequently distributed, and that the pupils have free access to the school section libraries.

*Prizes a powerful lever.*—I am of opinion, however, that the prize system is a powerful lever in the hands of the judicious teacher, and that when books are so common as not to excite emulation, other articles might be introduced with advantage.

*The Readers—Suggestions.*—I cannot conclude without expressing my approbation of the *revised school books*. The matter of the lessons is all that could be desired, and now that a change is being made I would respectfully suggest that foreign names be marked with the accent, and that ten or a dozen words, the most difficult in the lesson, be placed before each lesson *accented and defined*, to assist as a spelling exercise. From an experience of nearly twenty years employed as a teacher and Local Superintendent in Canada, I am convinced that such an arrangement would enhance the value of the books.

SCHOOL HOUSES TOO SMALL—CAREFUL EXAMINATION OF TEACHERS—FREE SCHOOLS—  
UNIVERSAL PRIZES—NON-ATTENDANCE.

93. *The Reverend Stephen Young, Hullett—School Houses too Small.*—There are several substantial and commodious school-houses in the township, but the majority of them are too small to accommodate the number of children that attend them. The revised programme for County Board examinations is exclusively observed, and the questions are all printed.

*Careful Examination of Teachers.*—There is also an increasing carefulness in the examination of candidates for certificates.

*Free Schools.*—The free school system is adopted in all the sections, and seems to meet with general approval. By the returns you will see that the Bible is used in eight of the schools, and six are reported as being opened and closed with prayer.

*Universal Prizes.*—Prizes were distributed in eight schools, and, so far as can be ascertained, with beneficial results.

*Non-Attendance.*—As to non-attendance, the chief causes seem to be distance from school; need of assistance at home as soon as the children could be of service, and the general feeling of "indifference of parents" so often mentioned.

SCHOOLS OPEN—PROGRESS—NON-ATTENDANCE—LIBRARY AND PRIZES BENEFICIAL.

94. *The Reverend Mathew Barr, McKillop and Tuckersmith—Schools Open—Progress.*—In the township of Tuckersmith there were eight, and in that of McKillop nine schools in operation throughout the whole year. A new section was set apart in which an elegant and substantial brick school-house has been erected, at a cost of \$3,500.

*Non-Attendance.*—In Tuckersmith the number of children between the ages of five and sixteen years not attending any school is nine, being eighteen less than last year. I regret that in five of the sections of McKillop, one hundred and thirty-six children between these ages have not attended any school, being an increase of seventeen above that reported last year. Indifference of parents is the assigned cause and I think is the real one, as no indigent persons are reported, and the roads are not worse than in sections in which all, or nearly all, attend. The regulations in regard to religious instruction are not much observed in either township. In both townships the schools are opened and closed by prayer. In Tuckersmith in seven out of the eight the Bible or Testament is used. In McKillop, in only four out of the nine. The revised programme for County Board Examinations is observed and the questions are printed.

*Library and Prizes Beneficial.*—In the libraries of both townships the books are covered, numbered and labelled, and the regulations are observed. They are open to the public, and exert a beneficial influence. In McKillop there were four hundred and thirty-two separate applications for books during the year. Prizes were distributed in a majority of the schools and with beneficial effects.

NO THIRD, AND BUT ONE SECOND-CLASS TEACHER—LIBRARIES—PRIZES INCREASING  
—MERIT CARDS ADMIRABLE.

95. *The Reverend H. Gibson, Stanley.*—Eleven schools have been in operation in this Township during the year 1867. Ten of the teachers hold first-class certificates, several of whom have taught in this Township for a number of years, with distinguished ability and success, while all, I may say, have discharged their duties in a faithful and efficient manner.

*No Third, and but one Second-Class Teacher.*—There are no third-class teachers employ-



ed in any of the sections, and only one holding a second-class certificate. The revised programme for County Board Examinations is observed, and the examination questions are printed. At one time, I believe the examinations before the Board were conducted orally, but the present mode is preferable in testing the qualifications of teachers. I have to report that the general regulations respecting religious instruction, are in no instance attended to by the Clergy ; so far, however, as teachers are concerned, the rules regarding religious instruction are pretty generally observed.

*Libraries.*—We have six libraries connected with our schools in the Township—the beneficial influences of which must depend very much upon the teachers themselves, who are generally the librarians—and I regret to say that, so far as I can learn, very few, comparatively, of the books are read.

*Prizes Increasing.*—In several schools, prizes have been distributed during the past year, and with very beneficial results ; and, so far as my knowledge goes, the prize-giving system is gradually gaining ground in the schools.

*Merit Cards Admirable.*—I am glad to see the system of merit cards established in several of our schools. The system, I think, is admirable. The prospect of receiving these cards at the close of every day, or every week, keeps the school, as it were, alive ; besides, I think it is the best way of testing the proficiency of the schools, and preparing for the distribution of prizes according to the merit of the pupil. It has always been my endeavour to encourage the distribution of prizes, believing that a wholesome stimulus cannot fail to have a beneficial effect.

#### STEADY PROGRESS—CAREFUL EXAMINATION OF TEACHERS—PRIZES AND MERIT CARDS MOST BENEFICIAL—TEXT BOOKS UNIFORM.

96. *The Reverend William Daunt, Wawanosh West—Steady Progress.*—The schools under my superintendence, with only one exception, have during the past year, manifested a degree of vitality and progress, that are truly commendable. It is indeed deserving of notice, that considering the number of pupils of school age, in the respective sections, so few are debarred from the advantages which our excellent system of instruction affords. The schools, as a general rule, command the respect and confidence, and in several instances, the earnest co-operation of the parents and guardians. The tendency seems to be to employ well qualified and efficient teachers, with an adequate remuneration, which is the only plan that can give real satisfaction. As the circumstances of the people have improved, we find a corresponding change in the aspect and tone of all our schools.

*Careful Examination of Teachers.*—I am glad to be in a position to state that our County Board of Instruction, have adopted a strict and rigorous method in conducting the examinations, which are all on printed Papers ; the questions are carefully prepared and thoroughly criticised by all the members before they are approved of—the standard nearly approximating to that adopted in the Normal School examinations. Hence the importance of these examinations is being sensibly and practically *felt* by the teachers who find it a very difficult matter to obtain a *first* class certificate. Third class teachers will ere long be in very little requisition.

*Prizes and Merit Cards most Beneficial.*—I find that the distribution of prizes and merit cards, where adopted in some of the schools, has a most desirable and beneficial effect, tending to keep alive a healthy stimulus and active emulation among the pupils also in a very marked degree improving the daily attendance. I hope to see the practice fully carried out in all the schools under my charge. School libraries are a great desideratum which I hope the conditions of the sections will soon be able to meet. The taste for good general reading, I regret to say, is much below what it ought to be. The township library seems to be in a very languishing condition. In these respects there is great room for decided improvement. But as the schools assume a more elevated character, the literary taste will be better cultivated, and a more enlightened spirit will prevail.

*Text Books Uniform.*—The text books recommended by the Council of Public Instruction are most strictly adhered to in the schools, and the uniformity thus presented is attended with most happy results. The teacher has not to contend with that embarrassment which arises from a set of books of a heterogeneous character. Much valuable time and labour are saved by the *uniform* system, and greater facilities afforded for the faithful



discharge of the teacher's duties. The schools are tolerably well furnished with maps and will soon be able to aspire to regular sets of apparatus as the higher studies become introduced.

### XXXIII. COUNTY OF BRUCE.

SCHOOLS PROGRESSING—NON-ATTENDANCE ACCOUNTED FOR—SCHOOLS ALL FREE—FEWER "CHEAP" TEACHERS—GOOD SCHOOL HOUSES—SUNDAY SCHOOLS.

97. *John Eckford, Esquire, Brant, Carrick, Culross, Greenock, Elderslie, and Saugeen.*—*Schools Progressing.*—It is one proof of the improvement of our schools, that year after year, I have less difficulty in furnishing from the reports, reliable returns to the Department.

*Non-Attendance Accounted For.*—The returns of children of school age, not attending any school whatever, are correct, so far as they go; but very many of the Trustees' reports leave the question unanswered. It should be remembered that many of our best educated juveniles are included. These are, say from 13 to 16 years of age, and now engaged in the business of life. In these six Townships, 5,372 children's names were on the Registers in the first six months, when we have usually the best attendance—equalling the regular attendance of 2,145. This shows some improvement, but in addition to the ordinary hinderances, Measles, Hooping Cough and also Scarlet Fever were unusually prevalent. The last mentioned disease was so virulent and fatal that one school was closed for a considerable time. It is creditable to the teachers, that in a large district and during thirteen years, I have only got two forged returns of attendance. I have had no reason to suspect any others.

*Schools all Free.*—The schools are all free. Few of them are now closed during any part of the year.

*Fewer "Cheap" Teachers.*—There is also less to complain of in regard to inferior and cheap teachers. The Board of Examination is fast remedying this evil. Numbers are rejected every season, and to such an extent at our last meeting, that in my district there was difficulty in obtaining the needful supply. With better times, salaries are improving.

*Good School Houses.*—In seven sections, new school houses, all stone, brick or frame, have been erected, and excellent ones they are. Some have been enlarged. I examined the whole very carefully last year, and though the furniture is in many defective, the accommodation in others too small, yet, I cannot say, that in any one the health of either teachers or scholars is seriously endangered. In nearly all the schools, there is prayer morning and evening. In a few only the Scriptures are not read. It is a rare case in which it can be said there is any further religious instruction.

*Sunday Schools.*—But not a little is done elsewhere by Bible Classes and Sunday Schools superintended and taught by Clergymen and earnest Christian men and women. Their libraries also are more numerous and better supported than those of the common schools. There is also a very extensive circulation of illustrated papers, so well adapted for the religious instruction and improvement of the young. To dwell more particularly on the progress of education in this district would only be to repeat in substance my more recent reports. We have many well-taught, well-attended schools, and many expressions of satisfaction on the part of the people. We are labouring with an encouraging measure of success, to bring up all to a condition in which we could speak of their prosperity without any hesitancy. Able, zealous teachers, who can win the esteem and affection of the youth, are above all others the men to do it.

SCHOOLS PROSPEROUS THOUGH THE COUNTRY IS NEW—CAUSES OF CONGRATULATION IN CANADA COMPARED WITH OLDER COUNTRIES—EXCEPTIONS.

98. *The Reverend William Fraser, Bruce, Huron.*—*Schools Prosperous, though the Country is New.*—I am happy to state that the schools under my superintendency are in a prosperous condition, and rapidly advancing. The schools of four townships are free. Teachers are fast advancing in qualifications. The children in attendance and the people are far more willing to supply the means, and help onwards the needful training of their children, determined that the future shall be far in advance of the past. This, in a new country like

ours 17 years ago the wild hunting field of the red man, is highly honourable and very hopeful for all concerned. Principles of policy are in our country just now on their trial, but to you, Sir, it is no small pleasure after the painful labour of many years, that the system of Common School education for our common country has been pretty fairly tested—the battle is fought and won.

*Causes of Congratulation in Canada, Compared with Older Countries.*—A people in our condition with the small means employed, compared with other lands, should find much more cause for gratitude than complaint. Yea, our Common Schools apart from language, are in advance of the best Common Schools in England, Ireland and Scotland. I state solely what I know. The Parochial Schools of Scotland are allowed to be the best in fatherland. Fifty years ago, I passed a share of my time in three of them, and last June I examined the same schools without finding any improvement. The teacher was a master of Arts, but as a whole, the school was not superior nor even equal to some of our own schools. In one point, certainly, they are three times in advance of us, and that is in the expense. I admired much the fine house and garden of the teacher, with the neat walks and trees around, as well as the substantial character of the school house; but with the inside as above, we could compare work. Moreover, in rooms and furniture, many of our houses are far more adapted to the work, and in a few years all our school houses, I trust, will be so. From the "Elgin Courant," of January 3rd, I find there in a great parade, the building of a new school house for the parish of Elie, Scotland, and for a nephew of mine as a teacher; cost \$2,500, all paid by two great proprietors. Still, we are vain enough to suppose that many of our houses at one-fifth the cost, answer the end far better.

*Exceptions.*—Where is the common sense of occupying a school room for 250 scholars, and 58 feet long, but *only* 22 feet wide. It needs ventilation indeed at 12 feet high. Our Board uses the programme of examination required by law, the papers are printed, and we keep the standard of qualifications as high as the law and circumstances of the case will admit.

#### XXXIV. COUNTY OF MIDDLESEX.

OLD SCHOOL HOUSES AND INFERIOR TEACHERS A GREAT DRAWBACK—NON ATTENDANCE—MISCELLANEOUS REMARKS—VALUE OF PRIZES—COMPETITIVE EXAMINATIONS NOT ENCOURAGED BY THE TOWNSHIP COUNCIL.

99. *The Reverend T. E. Sanders, Biddulph.*—*Old School Houses and Inferior Teachers a Great Drawback.*—I feel pleased in being able to report a decided improvement in our schools. Still, there is room for further improvement; but that state of improvement which, I fear, will not be realized, until the old log school houses are replaced with brick ones. The teachers in this Township do not possess the proper requirements to develop their own powers, and this is the cause why we are in the rear of Townships surrounding us. I hope the time is not far distant when this Township will be able to boast of twelve good healthy school houses, instead of at present only one.

*Non-Attendance.*—In the Trustees' reports, the answer given as to cause of non-attendance, is "negligence on the part of parents and guardians," and for this negligence 86 children are deprived of school privileges.

*Miscellaneous Remarks.*—The general regulations respecting religious instruction are reported by the Trustees as not followed. The revised programme for our County Board examination is observed, and additional subjects added, but the questions are not printed. I find in five schools the Library books are covered, &c., but what influence they exert in the neighbourhood I really cannot say, but I should say the people are more interested in the rise and fall of the markets.

*Value of Prizes.*—In the three schools where prizes were distributed, they certainly had a beneficial influence, and I wish I could prevail on the Trustees to distribute prizes annually.

*Competitive Examinations not Encouraged by the Township Council.*—It was my endeavour to establish competitive examinations, and for this purpose I wrote officially to our Council for a grant of money for prizes. They refused my petition, and for the present, I hold the matter in abeyance, trusting that my intention or rather my desire may be carried out.



100. *The Reverend J. F. A. S. Fayette, Lobo.*—The Teachers in this Township are very worthy persons, sober and industrious, and take great interest in their schools.

### XXXV. COUNTY OF LAMETON.

#### DISCOURAGEMENT TO TEACHERS—TOWNSHIP BOARDS ADVOCATED—TOWNSHIP COMPETITIVE EXAMINATIONS BENEFICIAL.

101. *The Reverend Peter McDermid, B. A., Moore.*—The schools in this Township are upon the whole, efficiently conducted—quite as efficiently, indeed as could be expected under existing circumstances.

*Discouragement to Teachers.*—Teachers have many difficulties to contend with, and they do not receive that encouragement which they deserve, and of which they often stand much in need, while sometimes the lowest possible salaries are paid. The school houses are wretched buildings, without any of the modern conveniences or appliances, the attendance is irregular, and yet great fault is found with the teacher, if the children do not make as rapid progress as could be expected under the most favourable circumstances.

*Township Boards Advocated.*—I am convinced that Township Boards would be a great improvement upon the present system, and that this would, in a measure, at least, remedy some of the existing evils.

*Township Competitive Examinations Beneficial.*—For the last two years, we have had Township examinations, at which prizes to the amount of \$50 each year were distributed, and I believe that the result of the examinations was decidedly beneficial. The very fact of so many good books being distributed in the Township, I regard as no small benefit ; and I regret that the Council did not last year, as on the previous years, apportion a sum for this very laudable purpose.

### TOWNSHIP OF PLYMPTON.

NOTE.—Remarks under head of Township of Plympton, published in report for 1866, are stated by the Local Superintendent to have been a forgery, and he states that the letter is not in his handwriting.

### XXXVI. COUNTY OF ESSEX.

#### EVIDENCES OF IMPROVEMENT—PRIZES PRODUCTIVE OF EMULATION.

102. *Denis Downing, Esquire, Sandwich East.*—*Evidences of Improvement.*—The large average attendance compared with last year, in the schools of this township, shews the interest taken by Trustees and parents in educating their children. Our school houses are getting too small, notwithstanding large additions made to several of them last year. There are some sections in which all the children do not attend. My own opinion is, that distance from the school house and want of proper clothing at this season of the year, is the reason. There is no school in Section No. 9, nor are they disposed to have any. They could not avail themselves of your kind offer to help them from the poor school fund, if they on their part shewed zeal in the education of their children. They complain it was unjust to divide them from the whites in No. 8. That section which was formerly a part of No. 9, is now a flourishing school, and the new school house they built last year is amply sufficient to accommodate the number attending it.

*Prizes Productive of Emulation.*—Prizes were distributed in some of the schools, and produced a most healthy spirit of emulation among the children.

#### SCHOOLS WELL SUPPORTED, BUT PARENTS INDIFFERENT—COMPULSORY LAW ADVOCATED—MISCELLANEOUS REMARKS.

103. *T. Girardot, Esquire, Sandwich West.*—*Schools well Supported, but Parents Indifferent.*—I am happy to say that all the schools of this Township, are liberally supported by rates on all the properties ; but, I am sorry to see the indifference of some parents, in sending their children to school, while others send them irregularly.



*Compulsory Law Advocated.*—I think there ought to be something in the law to compel attendance at school.

*Miscellaneous Remarks.*—The Schools Nos. 1, 2 and 3 are well provided with maps, but the others—probably by the negligence of some of their Trustees—have none. The revised programme for the County Board examination is observed and the examination questions printed. There is only one parish library in the township, it belongs to a Roman Catholic congregation, the influence of which is very good. I distributed prizes in all the schools of the township, and the Trustees of five sections distributed some too. We have eight schools in this township, in two of them English only is taught. The six others being among a French population, French is taught with the English. All the English books used are authorized: the French books are by the Christian Brothers.

EFFORTS OF ENTERPRISING TRUSTEES—CAUSES OF NON-ATTENDANCE ANALYSED—  
INFLUENCE OF PRIZES—STANDARD FOR TEACHERS RAISED.

104. *Alexander Craig, Esquire, Tilbury West.*—The schools in this township are in a healthy and progressive state, all in operation, and all free as usual. The people generally are anxious to have efficient teachers, as they have had experience enough of the evil of poor ones.

*Efforts of Enterprising Trustees.*—The Trustees are doing their duty (as far as their finances will permit with respect to apparatus, &c.,) to their schools, they have increased their teachers' salaries, and are fully determined to have efficient teachers. The Trustees of Section No. 1 are building a new (frame) school house. The Trustees of Section No. 4 intend to erect another during the ensuing summer. They have a very good frame school house, but owing to the increase of pupils it is now too small. The teachers have given ample proof of their ability, as evinced by the proficiency of their pupils.

*Causes of Non-Attendance Analysed.*—The only way that I can make known to you one general cause of non-attendance is to lay a statement of part of the School Sections before you. The children generally attend school, but where the sections are so very large and thinly settled, bad roads, &c., it is almost impossible for the young, tender children to attend school either summer or winter. School Section No. 1 has on the register 73 children, and not attending any school 87. Section No. 4 has on the register 95, and not attending any school 5. Section No. 5 has on the register 102, and not attending any school 63. It is my humble opinion that if Sections Nos. 1 and 5 were divided, it would apparently be a remedy for non-attendance. I say that 100 children are too many for one teacher, to do justice both to the teacher and pupils. These two Sections, Nos. 1 and 5, are each nine miles in length. The people are taking more interest in the examinations than formerly.

*Influence of Prizes.*—Prizes have been distributed in four School Sections during the past year, they are thankfully received, produce good results, and stimulate to exertion both parents and pupils. The schools are all opened and closed with prayer, and in some sections a chapter in the Bible or Testament is read. The general regulations in regard to religious instruction are not followed to any great extent, as we have no resident clergy who have charges in this township. In some of the sections the Trustees are purposing to have a School Section library. We have Sabbath School libraries (but no other as yet), which do much good.

*Standard for Teachers Raised.*—The Board of Public Instruction have raised the standard of education, and pass none but efficient teachers.

XXXVII. THE CITIES.

THOROUGHNESS OF TEACHING—BOOK-KEEPING LEARNED BY YOUNG WOMEN—STUDY OF CANADIAN GEOGRAPHY AND HISTORY ENCOURAGED—VALUE OF SCHOOL INSPECTION—CAUSE OF NON-ATTENDANCE—DUTCH SYSTEM RECOMMENDED—RELIGIOUS INSTRUCTION—THE COUNTY BOARD—VIVA VOCE VS. WRITTEN EXAMINATIONS—INTEREST IN THE DEPARTMENTAL LIBRARY—MERIT CARDS WORK ADMIRABLY.

105. *Samuel Woods, Esq., M. A., Kingston.*—The Schools in this city continue in their usual state of efficiency.

*Thoroughness of Teaching.*—During the past year, I have carefully examined all the classes myself at the usual half yearly examinations, and have found the work done in a most admirable manner. As I observed, in my last report, this removes any suspicion of cramming, and enables the Trustees to form an accurate estimate of the quality and quantity of the education conveyed by the teachers. There is one item to which I wish to draw your attention, and that is the large number engaged in the study of Book-keeping, amounting, as per report, to 149.

*Book-Keeping Learned by Young Women.*—The majority of these are *young women*. I find they are making great progress, and I consider it but just that they should do so. Many of them in future years may apply the knowledge of accounts they are now acquiring to most useful purposes.

*Study of Canadian Geography and History Encouraged.*—There is also another study which I have encouraged in all legitimate ways, that of Canadian History and Geography, here included in one list and having 1,592 pupils. We formerly found great fault with Morse's Geography for giving undue prominence to the United States; but if you wish a people to be patriotic, teach them the noble actions of their ancestors, and thus invite emulation. Morse's Geography inculcated in the minds of the American youth the great lesson of fidelity to American Institutions. Just in the same way must we work if we ever expect to build up a Canadian nationality. We must educate the minds of our young men, and *women too*, to look upon Canadian history as a unit, and no inconsiderable one in the world's history; to regard Queenston Heights and Lundy's Lane on a par with Saratoga and Yorktown, and to respect the old battered Windmill at Prescott as deeply as the Americans revere the monument of Bunker Hill. Coming now to the remarks rendered necessary by the other items of my report, it will be seen that the average attendance this year in proportion to the number on the roll is over eight per cent. larger than last year.

*Value of School Inspection.*—This I attribute to the constant repetition on all my visits, and at the examinations, of the necessity of regularity, and also causing the teachers to exact a written note from the parent for every absent day. When parents know that this will be insisted upon, they will be more anxious to make the children attend, and will not allow every whim to necessitate an absence of a day or even a half day. The plan works admirably, and is doing good. Something too may be allowed for the increased desire on the part of most parents for the education of their children.

*Cause of Non-Attendance.*—The number of children reported not in attendance at any school is not large, nor can I assign any cause for such neglect. But from a careful consideration of the matter I am inclined to think that the whole case may be summed up in one word—poverty. And that not alone in worldly means, but chiefly in intelligence. I find the class mostly addicted to this failing to be the very lowest dregs of the community. Out at the elbows and knees morally and physically, they have yet a portion of humanity left and that portion is *shame*. It may be true in regard to their best apparel that a hole wears longer than a patch, but of this fact I am satisfied, that if these attended the schools they would stay away.

*Dutch System recommended.*—What we want is the principle of the *armen schulen* of Holland. Let the Teacher's certificate of a month's regular attendance be good to the child for some article of useful clothing, and I venture to predict regular attendance and good results. In Holland a week's attendance entitles the child to a small amount of money from the public treasury, and the plan works admirably there.

*Religious Instruction.*—Portions of Scripture are read every day in all the rooms, and the authorized forms of prayer are used. In several of the schools, but more particularly the Orphans' Home, there are daily recitations of texts from the Bible, and hymns are committed to memory by the little ones. I have still to report no religious instruction from any of the schools by the ministers of the various denominations, and few visits paid to them. The matter is between God and their own consciences, and they are answerable to Him for the neglect of improving so good an opportunity of impressing the more salient points of our common Christianity upon the susceptible minds of our youth.

*The County Board.*—Our County Board examinations are still conducted with the most strictness; the questions are printed, and no candidate is allowed a certificate unless



the Board is fully satisfied with the answering. No third-class certificates are granted unless for our back townships, and even in them they are restricted to one section.

*Viva Voce vs. Written Examinations.*—It seems to me from rather an intimate knowledge of the working of the Boards that the machinery of examination is too cumbrous, and that too little of the examination is done *viva voce*. A good examiner can test the knowledge of a candidate in five minutes *viva voce*, in Euclid, grammar, history and geography better than a written examination of an hour.

*Interest in the Departmental Library.*—The library still continues to exert a beneficial influence on the general knowledge of our pupils. The books are well cared for, and the regulations are carried out strictly. It is contemplated to make large additions to the stock during the present year. No prizes are given. This is to be attributed chiefly to the difficulty of deciding them in such a way as to give satisfaction.

*Merit Cards Work Admirably.*—But from my experience of the merit cards issued by the Department, I am sure no better method could be found. They obviate the necessity of spasmodic examination, inasmuch as the effect is not confined to a week at the end of the year, when from sickness or other causes, the best pupils may fail to do themselves justice; the estimate by means of these cards is distributed equally over all the year, and the boy of less mental ability may by *diligence and punctuality*, obtain the prize, which another more gifted might carry off, after a year's partial indifference, and a week's hard work. These cards have been used in the Grammar School during the past year, and I shall endeavour to have them introduced into our Common Schools at the earliest possible opportunity.

#### UNION OF BOARDS—GRAMMAR SCHOOL INCOME—SCHOOL BUILDING AND GYMNASIUM—RELIGIOUS INSTRUCTION GIVEN—STATISTICAL RETURN.

*The Joint Board of School Trustees, London.*—*Union of Boards.*—The condition of the fund for the support of the Grammar School department, when compared with the expenditure of that department, will, we feel confident, completely dispel any doubts that may have hitherto existed in the minds of some persons as to the beneficial results of the union of the two Boards, more especially if they would only consider the benefits arising to society from the higher standard of education incidental thereto.

*Grammar School Income.*—The whole of the real estate belonging to the Grammar School, and situated in the heart of our rising city, now produces a fair income, (next year the rents will amount to about \$683.54), and many handsome brick residences have been erected thereon, thereby not only contributing to ornament our city, but also assisting in the payment of our local taxes. Many improvements in the school buildings of the city have been effected during the year. The last few years the library has been replenished by the addition of many useful and instructive works, but the merit card system had to be suspended for the last six months in consequence of insufficient funds to procure prizes to redeem them.

*School Building and Gymnasium.*—In a very few weeks we expect that a substantial and spacious gymnasium will be erected on the Central School grounds for the benefit of the scholars; dimensions, 70 feet in length and 30 feet in width, with all the necessary fixtures and furniture belonging thereto, at a cost of over \$700. The want of such an appendage to our schools has been for a long time felt; besides the law requires us to provide such an establishment, and our shortcoming in this respect has often been alluded to by the Grammar School Inspectors. Had it not been for the liberality of our citizens, (who generously contributed by private subscription more than half the above amount, the sum of \$300, being only appropriated by the Board,) the physical training of the children, which all will admit greatly assists their intellectual progress, would have been postponed to some future and indefinite period.

*Religious Instruction Given.*—The schools are as usual both opened and closed by reading certain portions or lessons from the Bible. These lessons have been selected with great care by our local superintendent (the Bishop of Huron) and a committee chosen from our clerical members; and, in addition to this, the Board have recently set apart one hour every Friday afternoon to enable the pastors of all Protestant denominations in the city to give religious instruction to the several members of their respective congregations.



attending the Central School, each denomination having a separate room set apart for itself. It has always been the desire of the Trustees to fulfil the trusts conferred on them in such a manner as in their judgment would best promote the moral, physical and intellectual training of the children; and they hope that the benefits to be derived from so sound and liberal an education as the laws of the country have provided, will be fully appreciated by the rising generation.

### STATISTICAL RETURN.

The principal submits the following statistical tables:—

TABLE showing the Number of Pupils Registered in each Department of the London Central and Ward Schools per Quarter, with the Daily and Monthly Averages in each, during 1867.

SCHOOLS, CENTRAL AND PRIMARY.		FIRST QR.			SECOND QR.			THIRD QR.			FOURTH QR.			1867.			
		No. of pupils registered to end of first Quarter.			No. of pupils registered to the end of second quarter.			No. of pupils registered to the end of third quarter.			No. of pupils registered to the end of fourth quarter.			Average daily from 1st Jan. to 30th June.			
		Average Daily.			Average Daily.			Average Daily.			Average Daily.			Average daily from 1st July to 31st Dec.			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Central School.....	{ Boys	330	327	360	422	294	334	484	283	336	520	299	351	310	291	301	345
	{ Girls	366	284	333	381	275	320	404	249	317	433	263	312	279	256	267	320
No. 1, Primary,	{ Boys	193	127	169	228	120	170	268	123	165	315	126	166	124	124	124	168
Horton Street.	{ Girls	141	95	126	183	101	141	221	118	152	258	124	160	98	121	109	145
No. 2, Primary,	{ Boys	105	86	96	135	90	107	157	90	107	174	86	104	88	88	88	104
Talbot Street.	{ Girls	83	56	67	113	65	77	133	68	85	157	72	90	61	70	66	80
No. 3, Primary,	{ Boys	145	101	127	178	108	132	200	115	138	222	109	127	104	112	108	131
Waterloo Street, S.	{ Girls	138	98	121	160	101	122	187	107	137	220	113	137	99	110	104	129
No. 5, Primary,	{ Boys	122	90	106	151	107	122	189	119	131	212	110	130	99	114	107	122
Colborne Street.	{ Girls	117	84	102	168	101	123	200	117	130	222	103	126	93	110	102	120
No. 6, Primary,	{ Boys	119	91	108	143	107	124	164	104	121	186	96	118	99	100	99	118
Bond Street.	{ Girls	92	69	82	131	89	107	154	75	109	173	82	104	79	79	79	100
No. 7, Primary,	{ Boys	87	69	78	103	72	93	119	72	86	128	67	90	71	70	71	87
Waterloo Street, N.	{ Girls	76	50	72	113	70	90	139	73	102	152	71	92	60	72	66	89
Totals.....		2174	1627	1947	2609	1700	2062	3019	1713	2116	3372	1721	2107	1664	1717	1691	2058

TABLE showing the Annual Increase of Attendance at the City Schools, the Amount of Municipal Assessment annually levied for School Purposes, and the Cost per Pupil for Education in each year.

YEAR.	Municipal Assessment and Government Grant.	Amount at the disposal of the Board each year, from 1855 to 1867, inclusive.	ATTENDANCE.			No. of teachers employed.	Cost per ann. of each pupil for Education on the basis of teachers' salaries.		Cost per ann. of each pupil for Education, based on whole expenditure, exclusive of permanent improvements.		REMARKS.
			No. registered.	Average daily.	Average monthly.		On average daily.	On average monthly.	On average daily.	On average monthly.	
1855	\$ 6800 00 802 00	\$ 7602 00	1823	726	973	12	\$6 25	\$4 67	\$9 21	\$6 88	[ed. Ward School No. 3 opened and a third teacher appointed.
1856	8642 40 1332 00	9974 40	2219	858	1064	14	6 80	5 48	9 30	7 57	
1857	10000 00 1440 00	11440 00	2737	995	1244	16	7 29	5 83	8 46	6 73	
1858	9991 98 1440 00	11431 98	2459	1104	1337	17	6 22	5 13	7 66	6 32	Ward School No. 2 opened and Classical Asst. appointed in the Central.
1859	8000 00 1383 00	9383 00	2336	1207	1461	20	6 18	5 11	7 42	6 11	
1860	8000 00 1346 00	9346 00	2301	1210	1443	20	5 49	4 60	7 17	6 01	
1861	8000 00 1148 00	9148 00	2527	1250	1537	21	5 57	4 53	6 38	5 18	A third teacher in No. 3.
1862	8000 00 1160 00	9160 00	2661	1298	1656	22	5 39	4 22	6 53	5 11	Ward school No. 6 open'd.
1863	8000 00 1175 00	9175 00	2825	1373	1692	22	5 23	4 25	6 22	5 04	Newschool in Ward No. 5 opened. One teacher taken from No. 1. A third teacher restored in No. 1.
1864	8000 00 1112 00	9112 00	2972	1471	1782	22	4 89	4 03	5 68	4 68	
1865	9000 00 1217 00	10217 00	3218	1571	1930	24	4 65	3 80	5 28	4 30	
1866	8000 00 1271 00	9271 00	3237	1634	1990	25	4 45	3 66	5 76	4 73	
1867	9000 00 1357 00	10357 00	3372	1690	2058	25	4 40	3 12	5 63	4 63	

The classical master reports an improvement in the attendance at the Grammar School.

#### SCHOOL ATTENDANCE—NEW SCHOOL HOUSES.

106. *W. Cousens, Esquire, Ottawa.*—*School Attendance.*—The average daily attendance is not as good as it should be. The average daily attendance was:—

For the first half year.....	716
For the second half year.....	655

Half of 1,371

Or an average for the whole year of  $685\frac{1}{2}$ , equal to an attendance of 46 per cent. That for the year 1866 was equal to 44 per cent. The new Central School house, for the eastern portion of the city, is now drawing near to completion. The Trustees are furnishing the several rooms with chairs and desks of the most improved pattern. We expect to move the pupils of the several Ward Schools in Lower Town into that building in the course of next month. A primary school house is now in course of erection in the same section of the city.

*New School Houses.*—The Board has purchased a beautiful site in Upper Town on which to erect a building similar to that in Lower Town, to serve as a Central School house for the west end of the city. When this shall have been completed, we shall, in point of school accommodation, compare favourably with the other cities of this Province.

PROSPEROUS YEAR—RELIGIOUS INSTRUCTION—DRILL DISCONTINUED—MR. KETCHUM'S  
BENEFACTION—EXAMINATIONS—GRAMMAR SCHOOL BENEFICIARIES—STATISTICS.

107. *The Reverend James Porter, Toronto.*—*Prosperous year.*—The year now under review has been the most prosperous in the history of the schools, as respects both the number of pupils in attendance, and (since the erection of the large school houses in 1854) the cost, per pupil, of their instruction, whether calculated on the basis of monthly registration or on that of daily average attendance. In every month of 1867, the number of pupils on the School Registers has been larger than in 1866, as has also the daily average attendance. Notwithstanding the inferior accommodation afforded by the two temporary school rooms on Centre Street, and the consequently low attendance of late at those schools, the average daily attendance throughout the city has increased, as compared with that of last year, to the extent of 215 pupils. The new and commodious School House on Elizabeth Street, which it is expected will be opened at the beginning of the year 1868, will accommodate from 250 to 300 pupils.

*Religious Instruction.*—During the year 1867, the Rev. Mr. Boddy has continued to give religious instruction to the children of parents of his own communion, at the Park School; and the Rev. Mr. Baldwin has performed a similar good office at the Victoria Street School.

Respecting Religious Instruction, the following resolution was passed by the Board of Trustees in April:—

“That this Board views with regret, that so few of the Clergymen in this City have availed themselves of the opportunity by law afforded them to visit the Public Schools, and administer religious instruction to the children.”

*Drill Discontinued.*—In the early Spring, Brigade-Major Denison informed me with regret, that it was no longer in his power to furnish instruction in military drill to the senior male pupils of the City Schools, as recent military arrangements had not left a sufficient number of suitable men under his command available for that purpose.

*Mr. Ketchum's Benefaction.*—The venerable benefactor to our City Schools, and to many others, Jesse Ketchum, Esq., was removed by death shortly before the period at which the pupils of the Schools were accustomed to look for the distribution of his annual bounty from his own hands, or from those of his respected agent, the Rev. Dr. Richardson. That gentleman, however, acted as he has frequently before, on Mr. Ketchum's behalf, and left at the several schools mementos of Mr. Ketchum's kindness, to the pecuniary value of \$131.14. It may not be generally known that Mr. Ketchum provided, several years ago, that his bounty to our City Schools shall be annually dispensed in perpetuity. The sense of his generosity and worth entertained by the Board, will appear from its unanimous resolution adopted on the 17th of November.

The three usual Examinations were held in the course of the year, namely, the Combined Examination of Pupils selected from each Division of each Department of the several Schools, and the Summer and Winter Examinations of all the Schools.

*Examinations.*—The Combined Examination took place, by order of the Board (on the recommendation of the Committee on School Management,) at the Victoria Street School House, on Monday, the 22nd of July. The examiners were the Rev. A. Wickson, LL.D., Head Master of the Toronto Grammar School, and the Rev. John M. King, M. A. As on former similar occasions, the pupils examined were three individuals from each Division of each Department, male and female, of the several Schools, selected by their respective teachers for their general proficiency, combined with uniformly good conduct, and approved by the Local Superintendent. The Examination was partly oral, and in part was conducted by means of questions.

*Grammar School Beneficiaries.*—As the County Grammar School is now, under the operation of the new Grammar School Law, the Grammar School of the City of Toronto; the affairs of which are administered by the City Council through Trustees whom the Council appoints; the Mayor, on behalf of the Council, was pleased to accept as beneficiaries of the City, seven of the Senior Pupils of the City Common Schools who were recommended by the Examiners to receive the special distinction of Grammar School Scholarships, and were nominated accordingly by the Board of Common School Trustees. A public meeting was held in the St. Lawrence Hall, for the purpose of presenting the scholar-



ships and prizes, awarded at the late examinations in the City Common Schools, to the successful competitors. The meeting was largely attended by the scholars, their parents and friends: all of whom evinced a lively interest in the proceedings.

*Statistics.*

COMPARATIVE STATEMENT of the City Schools, under specific headings, from 1844 to 1867, both inclusive.

Year.	City Population.	Average registered attendance.	Average daily attendance.	No. of Teachers.	Average number of pupils to each teacher.	Total Cost of maintaining the Schools.	Cost per child per annum on basis of registered attendance.	Cost per child per annum on basis of average daily attendance.
							\$ cts.	\$ cts.
1844	18500	.....	1194	12	100	4 $\frac{1}{2}$ months, £1773	.....	5 00
1845	19706	.....	1108	12	92	12 " 1921	.....	7 00
1846	20565	.....	1212	15	81	12 " 2011	.....	6 60
1847	21784	.....	1265	13	97	12 " 1871	.....	6 00
1848	23503	.....	1431	13	110	6 " 917	.....	5 50
1849	24126	.....	1325	13	102	6 " 917	.....	5 08
1850	25766	.....	1259	15	91	12 " 1998	.....	6 30
1851	30763	1843	1366	16	85	12 " 2406	5 80	7 20
1852	35000	1872	1346	16	84	12 " 2558	5 40	7 40
1853	40000	1886	1402	20	70	12 " 3215	7 00	9 00
1854	41500	1971	1459	21	69	12 " 4176	8 50	11 40
1855	42500	2066	1570	31	50	12 " 5218	10 00	13 00
1856	43250	2318	1747	32	55	12 " 5642	10 00	12 80
1857	45000	2480	1863	36	52	12 " 6054	10 00	13 00
1858	47500	2522	1987	36	55	12 " 6599	9 69	12 50
1859	45000	2742	2150	38	56	12 " 6303	9 20	11 73
1860	45000	2846	2230	38	59	12 " 6511	9 15	11 52
1861	44743	2800	2180	38	57	12 " 6410	9 16	11 75
1862	45000	2825	2183	38	57	12 " 6261	8 94	11 48
1863	47500	3000	2287	38	60	12 " 6409	8 54	11 21
1864	47500	3121	2400	39	61	12 " 6546	8 39	10 91
1865	47500	3248	2251	40	56	12 " 6612	8 11	11 75
1866	47500	3139	2399	41	58	12 " 6887	8 52	11 17
1867	49000	3364	2609	41	64	12 " 6725	7 99	10 31

XXXVIII. THE TOWNS.

MISCELLANEOUS OBSERVATIONS.

108. *The Reverend George Bell, Clifton.*—The general regulations as to religious instruction are not followed by any denomination. The revised programme is observed by the County Board, and most of the questions are printed. The library belongs to the municipality. There are Sunday Schools in the Presbyterian Church opened in 1857, and one in the Episcopal Church opened in 1866. The number of scholars given (237), includes all who have attended during any part of the year 1867; but as many of them are very irregular, and some very young children attend a part of the time in summer, the average for the whole year will not be more than 125 or 130. The public school is in a very efficient state of organization and working.

MISCELLANEOUS OBSERVATIONS.

109. *William Mackay, Esquire, Goderich.*—The schools are prospering and in good condition. The teachers being, I believe, zealous and painstaking, the pupils are making good progress, and the attendance is very large. The library, although not large, is well kept, and the regulations strictly observed; it is largely patronized and cannot fail to have a good influence. In my opinion, the judicious distribution of prizes exercises a very good influence in schools.

PROGRESS—GOOD TEACHERS—ENTERPRISING TRUSTEES—NO CHEAP TEACHERS EMPLOYED—GLIMPSES AT THE PAST—CO-OPERATION OF THE COUNTY BOARD—POWERS OF TRUSTEES—EVILS OF UNION OF SCHOOLS GUARDED AGAINST—CHANGE OF TEACHERS DISCOURAGED—EXCELLENT ORGANIZATION OF SCHOOLS—MISCELLANEOUS REMARKS.

110. *The Reverend John Thompson, Sarnia—Progress.*—It affords me very great pleasure in bearing testimony to the efficiency and success of the Common Schools of the Town of Sarnia. Much of my last year's report is equally applicable this year, and no material changes have occurred but such as are gratifying, and show decided progress. We have an admirable staff of teachers doing noble work in their several departments, and everything connected with the schools is very encouraging.

*Good Teachers.*—This gratifying state of things is to be attributed in no small degree to the laudable ambition of the School Board to employ well qualified Teachers, and our schools are now reaping the benefit of their wisdom.

*Enterprising Trustees.*—It has never been the desire of the Board to employ a teacher simply because he was *cheap*, and as is usual in such cases, having no other recommendation, but to get the man who could do his own appropriate work most efficiently, and recognizing in our present teachers their merit, the Board raised their salaries at the beginning of last year, in some cases without any applications having been made.

*No "Cheap Teachers" Employed.*—Though there are many cases to the contrary, *cheap teachers* are passing from the market, and the sooner the better. I know that more and more every year Trustees are beginning to feel the evil so forcibly pointed out in your able Report.

*Glimpses at the past.*—As our country grows in intelligence and wealth, this evil will be known only as a relic of the past. Time was when the chief qualification of a teacher was to become disabled or unfit for anything else, but this *dark age* has gone, and men are now alive to the fact that the grandeur of our Common School system, due to your life-long labours, can only appear by having a well qualified staff of teachers filling our schools.

*Co-operation of the County Board.*—Our County Board of Public Instruction are fully alive to the necessity of raising the standard, in order to procure a better class of instructors to meet the growing wants of this country, and to prevent our schools, of which we are justly proud, from being overrun with Goth and Vandal bondage.

*Powers of Trustees.*—The more I become acquainted with the working of schools, the more am I convinced of the power lodged in the hands of Trustees, who, if they be men of prudence, may do much to make the schools under their charge very efficient, and I have the honour of testifying to the efficiency of our Trustees, with whom it is a pleasure to be connected.

*Evils of Union of Schools guarded against.*—Ours is a *Union School*, but owing to the judgment and better sense of the Board, as well as the qualifications of our teachers, it has never suffered in the slightest degree from the Union; no compulsory or unlawful measures have been used to *draw off* pupils from the Common Schools; it is therefore free from the *evil tendencies* referred to by the Inspector of Grammar Schools, in his able and exhaustive report, who uses very strong but necessary language, relative to the evils of such *Unions*. I perfectly agree with him when he says, "I have such a sense of the importance of maintaining a high standard of education in the Common Schools, that, rather than see them degraded, rather than see the goal, beyond which their most advanced pupils are not to pass, fixed at the point where an easy English sentence can be parsed, I would be willing that all the Grammar Schools in the country should perish. I protest against making the Common Schools, in all above the most primary classes, mere hot beds to force forward seedlings for the classical field." While it would appear that many Union Schools have fallen into this deplorable condition, ours have not been so degraded, nor suspended from the full performance of their true functions. There has never been any inclination to hurt the Common for the sake of the Grammar School, though we have suffered pecuniarily in consequence. The principal of the Union School, is the Head Teacher of the Common School, having the control of everything except the internal arrangement of the Grammar School Department. Had the Trustees been actuated by the mere motive of getting money, they could easily have filled up the Grammar School with 30 or 40 pupils, for the entire class



under the principal's care are qualified to enter, for if not in advance, they have all along been abreast of scholars in the Grammar School, with the exception of their own special subjects. Changing teachers is a great evil to which many schools are subjected, but it has always been our purpose never to change if possible, for though there may be the same scheme of lessons, &c., every teacher has his own peculiar method, and it requires sometime before the pupils can fall in with his system, and this is the least of the evil.

*Change of Teachers Discouraged.*—During the past year only one unavoidable change has been made by a teacher leaving to follow another profession. Owing also to the increased attendance, a new teacher was employed in addition to the previous staff.

*Excellent Organization of Schools.*—The Union School buildings are very superior, but the juvenile department is taught in another place, under the same principal, which is an unavoidable disadvantage to him, who arranges the classes and provides each teacher with a limit table, so that all the divisions fit into each other, and no ground is gone twice over by different teachers, neither any omitted: all the classes being arranged with respect to the one uniform plan that runs through the whole.

*Miscellaneous Remarks.*—The Roman Catholics have opened a Separate School during the year, the first they have had in this place. It embraces a boys and a girls department, attended by over 100 pupils. At my recent visit very little proficiency was manifested, especially by the girls, but this is owing partly to the fact that many of them had not been long at school, and it will require sometime before we can rightly judge of it. Most of the Roman Catholic children have withdrawn from the Common Schools in consequence of their own, but instead of making any blank, their places have been filled up by others, as is evident from the fact that the Board employed an additional teacher during the past year. In regard to the other points which our reports are expected to embrace, I may state shortly:—1. We use the authorized books only, which is an immense advantage in securing uniformity through all the schools. 2. As yet there is no public library, but hope we shall obtain one ere long. This is very desirable, furnishing as it does an opportunity for reading and forming in the young people a taste for it in after life. 3. Prizes are always given at the annual examinations with good results, as I have reason to believe this is not only a stimulant to study and a reward for diligence, but as furnishing a great deal of reading matter to the successful scholar, tends to lead him on in his education; also the circulating of books in this way supplies in some measure the defect of the want of a library. If there are any objections to prizes on such occasions, they can only rest upon abuses where they have not been judiciously administered. 4. No religious instruction is given in the schools except reading the Scriptures and prayer at the opening and closing, but this is regularly observed by all the teachers, who, from their own Christian character, carry a happy influence into all the other exercises also; but now, since the establishment of the Separate School, there are no obstacles in the way, and it is highly desirable that some more definite instructions should be given. 5. There are five or six private schools in town, but mostly all for young children, as the more advanced go to the Common School. 6. The number who are not going to any school is smaller now than at any previous period, and there is an earnest desire to compass all by making the most ample provision and offering every legitimate inducement, and this is attended with encouraging success. I close my report by expressing my very great satisfaction with the proficiency and successful working of our Common Schools, which may God bless and prosper to the great good of our land.

#### CONDITION OF SCHOOL—ENCOURAGEMENTS TO STUDY.

111. *C. S. Murray, Esquire, Local Superintendent of Roman Catholic Separate Schools, Oakville.*—*Condition of School.*—On my visit to Oakville Separate School in December last, I was much pleased to find it in a flourishing condition. The number in attendance during the year was 116. The School House is a large substantial building, a basement and two floors 36x24 and well furnished, a good supply of maps, &c., and also a very competent teacher. It requires most active exertions on the part of the Pastor to obtain means to educate such a number of children whose parents are for the greater part obliged to earn a living by their daily labour, and the Government allowance being so small.

*Encouragements to Study.*—But that which mostly attracted my attention was that



I saw nearly all the Catholic children of school age in the town, encouraged by little prizes and other means, attend school when possible. I hope to see encouragement given to the education of the poor for the general good of society, and our own future welfare.

#### EXCELLENT SCHOOL HOUSE—PROGRESS—PRIZES—INTEREST CREATED BY THEM.

112. *The United Board of Grammar and Common School Trustees, Prescott—Excellent School House.*—Last year the Trustees, after much labour and trouble, were enabled to erect one of the finest and most commodious School buildings in the Province of Ontario, at an expense of over eight thousand dollars.

*Progress.*—The state of education in this section of the country has made marked progress during the past two years.

*Prizes.*—The Board of Trustees have wisely adopted the system of giving prizes, which has been productive of the very best results, and has created an increased interest in the cause of education throughout the community.

*Interest Created by them.*—Several gentlemen have also established special prizes in the Grammar School, for the encouragement of various branches of study, and the interest manifested is evident by the large audiences present during the examinations and on other public occasions.

#### WANT OF SCHOOL ACCOMMODATION—COUNTY BOARD—RIGID EXAMINATIONS.

113. *Alexander Bartlet, Esquire, Secretary, Board of School Trustees, Windsor—Want of School Accommodation.*—Our Schools for the past year have on the whole been pretty successful, although we are sadly hampered for want of room; we need new schools and that in a more central position in the town than our present buildings are located. We have in some measure graded our schools, but in that respect they are still incomplete for want of the necessary accommodation.

*County Board.*—Our Board I think will soon do something by way of the erection of new buildings. The Board of Public Instruction for the County, has been doing excellent service in the cause of education in their semi-annual examinations of Teachers.

*Rigid Examinations.*—On the 1st July last year, all second class certificates were cancelled, and the candidates for the office of teacher were subjected to a rigid examination in all the branches necessary to a Common School education. The examination was entirely conducted in writing, and twelve questions were given in each subject, half of which they were required to answer to get grade C, three quarters for grade B, and seven-eighths for grade A. At the midsummer examination, not one candidate received grade A. At the December examination when all first-class certificates heretofore granted by the Board, were cancelled, two received grade A, one male and one female. The certificate of A is perpetual, B five years, and C two years. A good many incapable teachers were thus prevented from occupying the places of those who were thoroughly capable, and by this stand that the Board of Public Instruction has taken, the standard of teachers for the county will be much superior to what it has been ever since the school law came into force. Too much praise cannot be awarded to the labours of James Bell, Esquire, Local Superintendent for Colchester, and A. McSween, Esquire, Grammar School Teacher for this Town, on whom almost the entire labours of examination fell. It is due to the Board of Grammar School Trustees in Windsor, to say, that as a body they seconded the efforts of those gentlemen in the good work of weeding out the incapables. I wish a similar process could be adopted with the Local Superintendents. I hold that no person should be appointed to this important office, who is not fit to pass an examination equal to a first class teacher, and in any future amendment to the School Act I hope such a provision will be inserted.

#### XXXIX. THE VILLAGES.

#### CONTINUED PROGRESS—NO CHANGE OF TEACHERS—FREE SCHOOL AGITATION—COMPULSORY ATTENDANCE—ROMAN CATHOLIC SEPARATE SCHOOL.

114. *A. Dingwall Fordyce, Esquire, Fergus.*—*Continued Progress.*—During the year

1867 the schools in Fergus, I may say, have been in a decidedly encouraging state. For part of the year there was much sickness, otherwise the attendance would have been still larger.

*No Change of Teachers.*—The teachers, I am happy to say, are all re-engaged for 1868. The school house, which was first occupied at the close of 1866, is found to be very suitable. Besides accommodating the senior, junior and primary schools, when required, another large class room can be fitted up in it. The large number in attendance at the primary school makes the charge particularly trying. The Trustees have shewn a deserved estimation of the services of the young lady employed as teacher by an increase of salary. The Grammar School Trustees have got the use of the old school house, standing in the same enclosure. The only drawback is the limited space for the amusements of all the scholars. There has been the customary application for books from the library. So far as it extends, the influence can scarcely be other than good.

*Free School Agitation.*—Previous to the annual school meeting there was some agitation of the free school question, but I am glad to say the schools remain free.

*Compulsory Attendance.*—Probably there would be scarcely a voice against it if there were some legal provision for compelling attendance, but not taking this into consideration, I am of opinion that it has been a blessing to many, who, without it, would in all likelihood have been growing up in utter ignorance, and becoming a serious burden to the community.

*Roman Catholic Separate School.*—Without any regular appointment I have semi-officially, as Superintendent, visited the Roman Catholic Separate School, which I think has been in a better state than during any previous year since it was established. Female teachers were formerly chiefly employed, who, however well fitted in other respects, cannot readily in a village secure the requisite order in a school composed of pupils of all ages. Prizes were given this season, a novel feature, I believe, in the school.

#### FREE vs. RATE-BILL SCHOOLS.

115. *T. Ruston, Esquire, Secretary, Board of School Trustees, Georgetown.*—Since the first of February we have had Free Schools, with an average increase of about thirty over rate-bill.

#### MISCELLANEOUS REMARKS—EVENING SCHOOLS.

116. *James P. Phin, Esquire, Hespeler—Miscellaneous Remarks.*—There are two factories in Hespeler, in which the most of those children reported as not attending any school are engaged. There is neither Bible nor Testament used in the school, as a formidable minority are opposed to it. There is a library in the village, but it has not been properly cared for of late, owing to the want of some one to agitate and bring its interests before the public, many of whom have not resided long in Hespeler. The distribution of prizes causes some excitement, which is generally followed by a reaction, (as is the case with most stimulants), and is frequently attended by dissatisfaction among the recipients themselves at the prize which falls to them.

*Evening Schools.*—There is an Evening School reported. This school is conducted by the head teacher of the Common School, and composed of boys and girls who are unable to attend the day school, as they are employed in the factories. The class meets at 7.30, and is dismissed at 9 o'clock—three evenings in the week. It is very well attended.

#### MISCELLANEOUS REMARKS.

117. *R. M. Hammond, Esquire, Kemptville.*—The regulations with regard to religious instruction in the Common Schools in this village are, to some extent, followed. The revised programme for County Board Examinations is not printed, but a committee has lately been appointed to attend to that matter. The examinations are conducted on paper. The non-attendance of children may, to a great extent, be attributed to the indifference of parents. Trustee Boards have it in their power greatly to increase the attendance, in almost any locality, by making the school rooms attractive as well as comfortable, and by the employment of efficient teachers. A poor teacher is dear at any



price. The regulations respecting Common School Libraries are observed, and the prize system, recommended by the Department, has been introduced, and with good results.

#### THE SCHOOL LIBRARY.

118. *Ross Robertson, Esquire, Kincardine.*—The library is supposed to have a beneficial influence, as the books are well read and eagerly sought for. There never have been any prizes distributed.

#### NEW SCHOOL HOUSE AND NEW TEACHER.

119. *James Bowie, Esquire, M.D., Mitchell.*—The school continues in all respects to improve steadily. For some years past an inconvenience has been felt in the want of sufficient room. This is about to be remedied.

*New School House and new Teacher.*—The Trustees have secured a convenient lot of three and a half acres, on which to erect a new school house. It is intended to have it finished during the ensuing summer. This—as it will be both large and commodious—will obviate inconvenience for a number of years to come. Hitherto everything connected with the school has gone on smoothly and harmoniously, and from the satisfactory testimonials of character and ability, furnished by the newly engaged teachers, we have good grounds for believing that the successful career of the school will not be impeded.

STATISTICS—CHANGE OF TEACHERS—NON-ATTENDANCE AND IRREGULAR ATTENDANCE  
DEPRECATED—RELIGIOUS INSTRUCTION—PRIZES—DRILL—GENERAL REMARKS AND  
PROGRESS.

120. *The Reverend John McMillan, Mount Forest.*—*Statistics.*—The entire population of the Village is 1,617. The school population, including the Roman Catholics, from the age of five to twenty-one, is 474. And the number of children between the ages of five and sixteen is 376. I am glad to be able to give these Statistics, which are of so much consequence, on the most reliable authority. A special school census has been taken up for the express purpose of securing certainty on this point. The Trustees take deep interest in the schools, and occasionally visit them. Their aim is to apply the law faithfully, and make them as efficient as possible. Education is progressing favourably, solidly and steadily. The Trustees have wisely re-engaged their Teachers for this year, and increased progress in the schools is expected, both on account of their continuance and proficiency.

*Change of Teachers.*—Frequent changes in regard to teachers are felt to be adverse to the interests of education.

*Non-Attendance and Irregular Attendance Deprecated.*—But the great drawback here, as in many places, is the non-attendance and irregularity of children at school. This is supposed in many cases at least to be the result of the indifference of parents towards the education of their children. And yet, on comparison, I believe our schools are better attended in these respects than many others.

*Religious Instruction.*—The Bible is not read, nor any religious instruction imparted in any of our schools, except that one is opened and closed with prayer. Nor have we any libraries yet.

*Prizes.*—But the Trustees secured about forty dollars worth of prizes, which were distributed according to merit among the pupils, and had a good effect in stimulating a spirit of emulation.

*Drill.*—The boys have been drilled once a week for the greater part of the year by a competent military officer, Captain Pearce, who heartily gave his services gratuitously. Great care is taken that no books are used in the schools but such as are either recommended or authorized by the Department; and I am happy to say, that the new series is already fully introduced.

*General Remarks and Progress.*—The school system seems to be highly approved of, and the desire of all concerned is, so far as I can see and judge, that no reasonable labour or expense be spared in making the schools what they ought to be, thorough and efficient. I have visited them myself often during the year, and observed that the teachers study to know and apply the most approved methods of imparting instruction. The annual



lecture has also been attended to. The Circuit Board of the North Riding of the County of Wellington is doing much to advance the proficiency of teachers, and the recommended programme of the Department is the basis of their examination. The examinations are conducted by means of printed questions and written answers, except in reading. I may also add, that I have visited many of the schools in the neighbourhood, besides those in the village, and my impression is that education has made more than usual progress during the last two years, and that nothing is needed to secure a good school but a faithful application of our School Law.

#### NEW SCHOOL HOUSE—MISCELLANEOUS REMARKS.

121. *W. Cousens, Esquire, New Edinburgh—New School House.*—The Board of Trustees of this new village have begun their work in a praiseworthy manner, having built a school house that does credit to their public spirit. It is a neat and commodious frame building, which, with the site on which it is built, cost \$1,239. The teacher in charge of this school is a man of good abilities, and well suited to his work. There is also an assistant teacher, a young lady, who is zealously given to her calling.

*Miscellaneous Remarks.*—An examination of the pupils was held last December. Two teachers (assistants in the Grammar School at Ottawa) assisted at the same. The result proved very creditable to both teachers and pupils. The number of pupils attending school at some period of the year, bears a fair proportion to the number of inhabitants, but the average of daily attendance is not so good. The reason assigned for this is that the greater portion of the children belong to a class of inhabitants who cannot conveniently spare them from daily labour for a certain portion of the year. A library has been provided by the Board, but so recently that much cannot be said in regard to its working. Prizes were distributed to the pupils, and I believe the effect on the minds of children is good.

#### MISCELLANEOUS REMARKS.

122. *The Reverend E. W. Frazee, Petrolia.*—In this new municipality we have much to gratify and encourage. There are two schools. The unusual tact and assiduity of the teacher of No. 1 merit special attention. I cannot speak too highly of his usefulness. No. 2 school has been established during the year, and is doing well. A very judicious distribution of prizes has been the means of creating more interest among the scholars. We have no library. The causes of non-attendance I believe to be in some few cases the want of sufficient room accommodation, and perhaps in some others the need the parents have of their children's help in obtaining a livelihood; but, as in most other sections, the chief cause is the parents want of interest in their children's education. I need hardly say that, as in every well regulated community, our schools are *free*. The opening and closing exercises of each day are observed according to the prescribed form.

#### GRATIFYING PROGRESS—NEW SCHOOL HOUSES.

123. *The Reverend Francis W. Dobbs, Portsmouth—Gratifying Progress.*—Our schools this year have given general satisfaction. Prizes were distributed, and there has been a marked improvement in the attendance of parents at the examinations, calculated to encourage both children and teachers. The general rules of the Board are observed.

*New School Houses.*—The Trustees contemplate the erection of new school houses, and the Treasurer has a considerable balance in hand for that purpose.

#### EFFICIENT SCHOOLS—GOOD TEACHERS—ENTERPRISING TRUSTEES—NIGHT SCHOOL—LARGE LIBRARY.

124. *The Reverend Canon Dixon, Port Dalhousie.—Efficient Schools.*—The schools in this village were never before in so thoroughly efficient and well organized a condition as they are at present.

*Good Teachers.*—This is to be attributed chiefly to the fact that the Trustees have succeeded in securing the services of a head master who is possessed of great force and energy of character, as well as high scholastic attainments. This gentleman has the rare

but happy talent of attaching the boys to himself personally, so that his word of commendation is highly valued, while at the same time he is able to preserve a strict discipline. He works in perfect accord with the other efficient teachers, and the effects of this harmony and unity of purpose are manifested in the marked progress made by the three schools.

*Enterprising Trustees.*—The Trustees also appear to take a greater interest in the well being of the schools, and are always willing to give due attention to any representations concerning their requirements. The pupils examinations are usually well attended by both parents and Trustees, and much interest is evinced in the progress of the children.

*Night School.*—Through the winter a considerable number of young lads, who are engaged on the Lakes through the summer months, attend the principal school; and for the benefit of others the head master has established a night school, which is well attended.

*Large Library.*—There is a large library in the village, containing 2,500 volumes of miscellaneous works, comprising history, biography, travels and works of poetry and fiction, but as is usually the case in cities and towns as well as villages, the works of fiction are especially in demand. A few of the leading periodicals are taken. The charge for subscription to the library is only \$1 per annum. About 200 children attend in the 3 Sunday Schools of the village—Church of England, Presbyterian and Roman Catholic.

#### NEW SCHOOL HOUSE—PROSPERITY.

125. *R. Finch, Esquire, Secretary, Board School Trustees, Stirling.*—*New School House.*—The Board of this village has purchased a new school property, for the sum of \$675, which was very cheap: it is a two story building, and was formerly a residence: the upper story has been fitted up for a Grammar School, and the lower story for a Common School, and when complete will be valued at about \$1,700.

*Prosperity.*—Our schools are in a prosperous condition. The Common School has an average daily attendance of 110 pupils, and we are about to engage an assistant teacher.

#### XL. COUNTY OF ELGIN.

(*This Report not having been received in time is not in its proper place.*)

PRIZE DISTRIBUTION—MERIT SYSTEM—LARGE NON-ATTENDANCE—EVILS OF IRREGULAR ATTENDANCE—COMPULSORY SYSTEM URGED.

126. *Samuel Maccoll, Esquire, West Riding, County of Elgin.*—All the schools in the West Riding of the County of Elgin are in operation with one exception. The new series of Readers is being introduced rapidly.

*Prize Distribution.*—Prizes were distributed in several of the Schools with as much satisfaction as could be expected.

*Merit System.*—The system that appears to give the most satisfaction, is where the teacher keeps a daily account of each pupil's standing in classes, and awards the prizes according to merit, as shown by the record at the close of the term.

*Large Non-Attendance.*—The non-attendance of pupils of school age is considerably large. The cause assigned is neglect of parents.

*Evils of Irregular Attendance.*—Another evil that exists is irregular attendance. In comparing the total names entered on the teachers' registers with the average attendance, I find the latter to be only forty per cent. of the former. A remedy for the above evils would be, that wherever a free school is established, to have a provision in the School Act, demanding the regular attendance of every child between the ages of eight and fourteen, and impose a rate-bill on every child within said age kept at home.

*Compulsory System urged.*—The present free school system is good in itself, but undue advantage is taken of it. Children, whose attendance at school is paid for, are kept at home to work, thus doing great injustice to the party paying. If, for instance, taxes are collected of the landowners in a school section for educating the children in that section, of whom only eighty per cent. are sent to school at all, and of that eighty per cent. the average attendance is only forty per cent., the result is, that for the money thus appropriated, value is received for about only thirty-four per cent.



## APPENDIX B.

## THE NORMAL SCHOOL FOR ONTARIO.

## PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, has granted to the under-mentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Ontario :—

“107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked ; but no such Certificate shall be given to any person who has not been a student in the Normal School.”

The Certificates are divided into classes, in harmony with the general programme, according to which all teachers in Ontario are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form :—

## GRADE A, (B OR C,) OF THE FIRST (OR SECOND) CLASS.

*Certificate of Qualification—Normal School, for Ontario.*

THIS IS TO CERTIFY, that \_\_\_\_\_ having attended the Normal School during the \_\_\_\_\_ Session, 18—, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First (or Second) Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the “Programme of the Examination and Classification of Common School Teachers,” revised by the Council of Public Instruction, on the 17th day of December, 1858.

\_\_\_\_\_  
Head Master.

\_\_\_\_\_  
Second Master.

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th section of the Upper Canada Consolidated Common School Act (22nd Victoria, chapter 64),

[LS.]

I do hereby grant to \_\_\_\_\_ a First (or Second) Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which Certificate shall be valid in any part of Ontario, until revoked by this Department (or for one year, as in the case of Second Class Certificates, Grade C).

Dated at the Education Office, Toronto, this (fifteenth day of one thousand eight hundred and sixty \_\_\_\_\_).

\_\_\_\_\_  
Chief Superintendent of Education for Ontario.

Recorded in Certificate Register A of  
the Department, Number \_\_\_\_\_

\_\_\_\_\_  
Registrar.

## STANDING

IN THE DIFFERENT BRANCHES—  
No. 1 being the highest

Spelling.....	.....
Reading.....	.....
Grammar.....	.....
Composition.....	.....
English Literature.....	.....
History.....	.....
Geography.....	.....
Education.....	.....
Writing.....	.....
Drawing.....	.....
Music.....	.....
Book-Keeping.....	.....
Arithmetic.....	.....
Algebra.....	.....
Geometry.....	.....
Mensuration.....	.....
Natural Philosophy.....	.....
Chemical Physics.....	.....
Chemistry.....	.....
Aptitude to Teach.....	.....
Conduct.....	.....



Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified to the attendance and conduct of the pupils, but such Certificates do not qualify the holders to become teachers in the Common Schools.

During the Ninth and Tenth Sessions, three classes of Certificates were granted, the First, Second and Third; but the Third-Class Certificates of the Ninth Session expired on 1st July, 1854, and those of the Tenth Session on 1st November, 1854.

From the Eleventh to the Fourteenth Session, inclusive, only First and Second-Class Certificates were granted, and were not divided into Grades.

From the Fifteenth Session to the present time the Certificates granted have been of the First and Second-Class, but each Class has been further divided into three Grades, A, B and C. These Certificates are all valid until revoked, but since the Nineteenth Session, inclusive, all Certificates of the Second-Class, Grade C, have been granted for one year only, so that the only valid Certificates of that grade are those granted from the Fifteenth to the Eighteenth Sessions, and those dated June and December, 1867, which expire in June and December, 1868.

In the following list all Certificates appear which have not been revoked by expiration, by the granting of a subsequent Certificate to the same person, or for cause. Those which have become invalid by death are retained in the list, as the Department does not receive full information on that point.

The Session and date of any Certificate in the following list can be ascertained by reference to the number and the subjoined table :—

Numbers.	Sessions.	Dates.
1 to 72.....	Ninth.....	18th June, 1853.
73 to 150.....	Tenth.....	18th October, 1853.
151 to 221.....	Eleventh.....	20th April, 1854.
222 to 261.....	Twelfth.....	16th October, 1854.
262 to 306.....	Thirteenth.....	18th April, 1855.
307 to 351.....	Fourteenth.....	15th October, 1855.
352 to 425.....	Fifteenth.....	15th April, 1856.
426 to 498.....	Sixteenth.....	15th October, 1856.
499 to 586.....	Seventeenth.....	15th April, 1857.
587 to 685.....	Eighteenth.....	15th October, 1857.
686 to 770.....	Nineteenth.....	15th April, 1858.
771 to 877.....	Twentieth.....	15th October, 1858.
878 to 964.....	Twenty-First.....	22nd June, 1859.
965 to 1058.....	Twenty-Second.....	22nd December, 1859.
1059 to 1154.....	Twenty-Third.....	15th June, 1860.
1155 to 1244.....	Twenty-Fourth.....	22nd December, 1860.
1245 to 1333.....	Twenty-Fifth.....	15th June, 1861.
1334 to 1435.....	Twenty-Sixth.....	22nd December, 1861.
1436 to 1531.....	Twenty-Seventh.....	15th June, 1862.
1532 to 1626.....	Twenty-Eighth.....	23rd December, 1862.
1627 to 1722.....	Twenty-Ninth.....	15th June, 1863.
1723 to 1836.....	Thirtieth.....	22nd December, 1863.
1837 to 1918.....	Thirty-First.....	15th June, 1864.
1919 to 2019.....	Thirty-Second.....	22nd December, 1864.
2020 to 2110.....	Thirty-Third.....	22nd June, 1865.
2111 to 2207.....	Thirty-Fourth.....	22nd December, 1865.
2208 to 2306.....	Thirty-Fifth.....	15th June, 1866.
2307 to 2393.....	Thirty-Sixth.....	22nd December, 1866.
2394 to 2465.....	Thirty-Seventh.....	15th June, 1867.
2466 to 2544.....	Thirty-Eighth.....	22nd December, 1867.

---

 PROVINCIAL CERTIFICATES GRANTED TO MALE STUDENTS, AND VALID 31ST DEC., 1867.
 

---

FIRST CLASS—NOT GRADED.		SECOND CLASS—NOT GRADED—(Continued.)	
NAME.	REGISTER NO.	NAME.	REGISTER NO.
Bannister, Charles.....	161	Campbell, Peter.....	276
Bird, Francis Wesley.....	162	Clark, Henry.....	324
Blain, David.....	313	Clark, John.....	23
Bristol, Coleman.....	163	Connell, Thomas.....	121
Carlyle, William.....	307	Costello, Edmund Peter.....	277
Charlton, Benjamin.....	11	Coyne, John.....	206
Chisholm, Daniel.....	165	Crane, Duncan.....	326
Comfort, John Harris.....	309	Danard, Asa Beverly.....	91
Coulton, William.....	164	Danard, William Bernard.....	335
Craig, Francis Josiah.....	222	Dingman, Absalom.....	236
Ecroyd, Alfred Ernest.....	166	Douglas, William.....	237
Elson, John.....	167	Draper, James.....	101
Gray, James G.....	168	D'Evelyn, John.....	207
Holmes, Ninian Leander.....	223	Evans, James.....	117
Jessup, John.....	310	Forsyth, Edward Lee.....	278
Kerr, Bernard.....	312	Gibbs, Robert.....	92
Kelly, Michael Joseph.....	73	Goldsmith, Gilbert.....	208
Kelly, David.....	224	Gould, Amos.....	239
Kennedy, Lachlan.....	75	Hankinson, Charles.....	116
King, William Henry.....	311	Hay, James, Junr.....	325
Lanon, Griffin Patrick.....	15	Hay, Robert.....	108
Lawder, Abraham W.....	79	Hellyer, Robert.....	110
Lester, Alexander.....	314	Hill, Richard.....	119
Livingstone, John.....	262	Hollingshead, Silas.....	209
Macallum, Archibald.....	1	Hurlburt, John Adams.....	241
Malcolm, John Gilmore.....	74	Hume, Thomas.....	113
Martin, Alexander.....	9	Hackett, William.....	327
Munn, Donald.....	265	Jamieson, Edward.....	210
Murray, George.....	78	Johnston, David.....	334
McBrien, James.....	225	Kellock, John.....	351
McGee, Robert.....	76	Logan, Robert.....	111
McGrigor, James.....	263	Maguire, Jacob Choate.....	112
McLean, John.....	226	Martin, James.....	212
McLean, Thomas Ferguson.....	169	Megaw, Samuel.....	214
McMurphy, Archibald.....	264	Minions, James.....	282
Noden, William.....	170	Misener, David.....	87
Ormiston, David.....	308	Morton, John.....	283
O'Brien, Patrick.....	16	Montgomery, William.....	115
Patton, John.....	227	Moriarty, James.....	104
Raine, John.....	306	McDonald, Angus.....	103
Rathwell, Samuel.....	12	McDonell, Augustine.....	97
Robins, Samson Paul.....	3	McKay, Alexander.....	242
Robins, Samuel.....	80	McKay, William.....	109
Rock, Warren.....	10	McKee, Davis.....	243
Rose, George.....	228	McKenzie, Alexander.....	280
Sangster, John Herbert.....	2	McNaughton, John.....	213
Smith, William.....	77	McPherson, Alexander.....	244
Taylor, John.....	315	McPherson, John.....	329
Trull, William Warren.....	14	McTaggart, Neil.....	21
		Newman, Thomas.....	86
		Oliver, John S.....	216
		Phillips, Martin.....	102
		Plunkett, William.....	217
		Reynolds, Parmenius.....	218
		Roberts, John.....	94
		Simmons, John.....	19
		Somerville, Robert.....	219
		Stephens, James.....	247
		Stephens, William.....	220
		Stewart, William.....	93
		Terrill, John.....	221
SECOND CLASS—NOT GRADED.			
Abercrombie, William.....	96		
Adams, Wilbur Fisk.....	203		
Adams, Joseph Fellows.....	273		
Barkley, George Abraham.....	234		
Bly, William Henry.....	99		
Bowerman, Ichabod S.....	105		
Bowerman, James.....	322		
Bowerman, Thomas M.....	106		
Boyd, William Taylor.....	17		
Brower, John Ransome.....	204		

## SECOND CLASS—NOT GRADED—(Continued.)

NAME.	REGISTER NO.
<b>*HONOR FIRST CLASS.</b>	
Moran, John.....	2307
<b>FIRST CLASS.—GRADE A.</b>	
Anderson, William Walker.....	686
Barkie, John.....	687
Barrick, Eli James.....	1059
Bell, Robert.....	1334
Bigg, William Reader.....	426
Black, Alexander.....	352
Blaicher, Peter Campbell.....	878
Bond, William.....	688
Brebner, John.....	499
Brown, Alick Howard.....	1335
Brown, James Coyle.....	1627
Campbell, Alexander.....	879
Carlyle, James.....	353
Cavanagh, William Herbert.....	1919
Chesnut, Thomas George.....	500
Chisholm, Allan.....	427
Clarkson, Charles.....	2308
Clinton, John.....	587
Cosby, Alfred Morgan.....	689
Currie, Peter.....	695
Davey, Peter Nicholas.....	2466
Dewar, Archibald.....	1336
Disher, John Clarke.....	771
Donelly, Joseph Henry.....	2309
Douglass, William Alexander.....	2394
Dow, John.....	965
Ede, Joseph.....	1337
Edmison, Alexander Bickerton.....	881
Farewell, George McGill.....	1155
Ford, John.....	428
Fotheringham, David.....	354
Fullerton, James.....	2467
Ganton, Stephen.....	772
Gick, Henry.....	429
Glashan, John.....	1436
Groat, Stillman Preston.....	1628
Hacking, William Francis.....	1156
Hay, Angus Cameron.....	1060
Hughes, James.....	2208
Hunter, John.....	355
Kellough, Thomas.....	773

## FIRST CLASS—GRADE A—(Continued.)

NAME.	REGISTER NO.
Kilpatrick, George.....	501
Kinney, Robert.....	690
Knight, James Henry.....	1061
Langdon, Richard Vickery.....	1723
Mallock, Donald McGregor.....	1338
May, Charles Henry.....	2310
Meldrum, Norman William.....	2209
Millar, John.....	1533
Moore, Charles Boyd.....	1159
Moore, Richard.....	691
Morris, James.....	697
Munson, Charles Francis.....	1437
Macwilliam, William.....	502
McColl, Hugh, (2).....	1920
McDiarmid, Donald.....	1532
McKay, Hugh Munro.....	1157
McKay, John Wood.....	696
McKee, Thomas.....	1158
McLean, Peter.....	2210
McLellan, James Alexander.....	588
Nichol, Peter.....	693
Nichol, William.....	692
O'Connor, Thaddeus J.....	589
Peters, George.....	966
Platt, John Milton.....	1062
Plunkett, Thomas.....	503
Price, Robert.....	1160
Purslow, Adam.....	590
Rae, Francis.....	591
Rathwell, William.....	698
Ridgway, Robert.....	1063
Samson, Robert.....	430
Scott, Richard William.....	504
Sinclair, Lauchlin.....	592
Smith, Joseph Henry.....	1340
Soper, Jasper.....	505
Steel, Thomas Orton.....	593
Strachan, Alexander.....	506
Sullivan, Dion Cornelius.....	881
Tasker, James.....	1341
Thompson, James.....	694
Tisdell, John Cassie.....	594
Tye, George Archer.....	774
Vanslyke, George Washington.....	1534
Wood, Benjamin Wills.....	1438

## \*ADDITIONAL QUALIFICATIONS FOR HONOR FIRST CLASS PROVINCIAL CERTIFICATES.

- I. Each Candidate to have held an Ordinary First Class Provincial Certificate, Grade A, for one year.
- II. To give evidence of having been a successful Teacher.
- III. To stand an examination in the following subjects in addition to those necessary for an Ordinary First Class Certificate, viz. :—
  1. English History and Literature (Collier).
  2. Canadian History and Geography (Hodgins).
  3. Outlines of Ancient and Modern History and Geography.
  4. Latin Grammar, (Harkness), and Books IV., V. and VI. of Cæsar's Commentaries.
  5. Outlines of Geology, (Lyell & Chapman's), and Astronomy (Mosely's).
  6. Science of Teaching, School Organization, Management, &c.
  7. Easy Lessons on Reasoning.
  8. Algebra—General Theory of Equations, Imaginary Quantities (Sangster's and Todhunter's).
  9. Euclid—Books XI. and XII.
  10. Trigonometry as far as Solution of Plane Triangles (Colenso).
  11. Inorganic Chemistry, (Sangster's Inorganic, Brand and Taylor's for Organic.)
  12. The Principles of Book-keeping, Music and Drawing.



## FIRST CLASS—GRADE B.

NAME.	REGISTER NO.
Alexander, Robert.....	356
Alexander, William.....	1724
Allan, Absalom Shade.....	1837
Archibald, Charles.....	1725
Atkinson, Edward Lewis.....	1535
Ayers, William.....	1921
Barefoot, Isaac.....	1439
Beer, William.....	1342
Berney, William Henry.....	1726
Bowles, Peter Langlois.....	507
Britton, William.....	395
Brown, John.....	431
Brown, Miles.....	1727
Brown, Robert.....	432
Buchanan, John Calder.....	882
Butler, Richard Charles.....	1728
Cain, James.....	1922
Campbell, James.....	2311
Campbell, Robert.....	595
Chambers, John.....	1923
Clare, Samuel.....	1440
Clark, Charles.....	775
Doan, Robert Wilson.....	1162
Dodds, William.....	596
Duff, Charles.....	597
Durham, William.....	2468
Elliott, John Charles.....	1729
Elliott, Thomas.....	776
Frood, Thomas.....	967
Gage, William James.....	2312
Girdwood, Alexander.....	1730
Goldsmith, Stephen.....	2212
Griffin, Walter.....	1536
Haggerty, Hugh.....	1924
Hamilton, Alexander.....	1629
Hammond, Joseph.....	1630
Hanly, John.....	1731
Hardie, Robert.....	1732
Hilliard, Thomas.....	1537
Houston, William.....	1838
Jackson, Thomas.....	2111
Johnston, John.....	2313
Keirnan, Thomas.....	1733
Kidd, William.....	1245
King, John Sumpter.....	1734
Langdon, John.....	1925
Lusk, Charles Horace.....	1163
Maloy, Hiram.....	2020
Matthews, William Loader.....	884
Mickleborough, John.....	885
Murray, John.....	1066
Mutton, Ebenezer.....	1246
McColl, Hugh, (1).....	1343
McCaig, Donald.....	777
McCulley, Alfred.....	1164
McCamus, William.....	1839
McKay, John.....	778
McKay, Andrew.....	1735
McKercher, Colin.....	509
McLean, Archibald.....	779
McLennan, Simon.....	1631
McNaughton, Duncan.....	2112
McPherson, Crawford.....	1344

## FIRST CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Narraway, John Wesley.....	1736
Nichols, Wilmot Mortimer.....	1737
O'Brien, Patrick.....	969
Osborne, A. Campbell.....	510
Page, Thomas Otway.....	2021
Pearce, Thomas.....	1345
Pepper, John.....	1538
Preston, James.....	598
Preston, David Hiram.....	886
Redditt, Thomas Henry.....	2314
Rodgers, John.....	511
Rose, John George.....	780
Rose, Leonard Alfred.....	1738
Ross, John Cameron.....	1539
Rouse, William Hiram.....	1067
Sarvis, George Chowan.....	887
Saunders, James.....	888
Shaw, Alexander.....	970
Sinclair, Angus.....	1540
Sinclair, James.....	1346
Sinclair, John.....	1165
Sing, Samuel.....	1166
Smith, William Wakefield.....	971
Smith, John Darling.....	599
Spencer, Percival Lawson.....	2022
Stewart, Thomas.....	1167
Sweet, David Orison.....	600
Thomson, Hugh.....	512
Topping, William.....	890
Warburton, George Henry.....	781
Wark, Alexander.....	1739
White, William Henry.....	972
Wright, Aaron Abel.....	2315
Wright, George Wesley.....	782
Zimmerman, Isaac.....	601

## FIRST CLASS—GRADE C.

NAME.	REGISTER NO.
Abbott, John Thomas.....	2023
Armstrong, John.....	1068
Atkinson, John Sangster.....	2469
Bartlett, William Edward.....	1347
Boag, Joseph.....	699
Boyes, James Stephen.....	973
Brine, Henry James.....	1444
Bruce, William Fraser.....	1348
Burrows, Frederick.....	2113
Callinan, Thomas.....	2024
Cameron, John.....	434
Cameron, Thomas.....	1740
Cann, Samuel Bracheton.....	974
Carscadden, Thomas.....	2114
Chaisgreen, Charles.....	1069
Cherry, William.....	1349
Clark, Asahel Bowes.....	602
Cody, James.....	436
Cork, George.....	1445
Crawford, Allan.....	2025
Cross, James Fletcher.....	437
Cuthbertson, Edward Greer.....	1741
Dadson, Stephen.....	357
Dobson, Robert.....	438
Donald, Jackson.....	975
Duncan, James.....	700

## FIRST CLASS—GRADE C—(Continued.)

NAME.	REGISTER NO.
Ellis, John Allen.....	1840
Ewing, John.....	1632
Foster, Ralph.....	1451
Foreman, William.....	2116
Fraser, William.....	2470
Frisby, Edgar.....	603
Frood, Thomas.....	891
Galloway, William.....	892
Grant, Robert.....	1352
Gregory, Thomas.....	2026
Halls, Samuel Pollard.....	1541
Hankinson, Thomas.....	783
Harley, John.....	513
Healy, Michael.....	1070
Helson, Thomas Henry.....	1633
Henderson, Gregg.....	1353
Herrick, Alvan Corson.....	1742
Hodge, George.....	1743
Hunt, Robert.....	1446
Johnston, Hugh.....	514
Keffer, Thomas Dixon.....	1071
Kennedy, Alexander.....	784
Leduc, Thomas.....	976
Legget, Joseph.....	1543
Lewis, Richard.....	2028
Linton, John.....	2471
Margach, John Lewis.....	1170
Matheson, John Hugh.....	1634
Metcalf, John Henry.....	1927
Miller, Arnoldus.....	980
Mishaw, Daniel.....	515
Mitchell, John.....	701
Moment, Alfred Harrison.....	1744
Moore, Alvin Joshua.....	2213
Moore, Lewis Corydon.....	358
Murray, David Lovel.....	1355
Murphy, John Joseph.....	1928
McArthur, John.....	977
McCausland, William John.....	1544
McDonald, Alexander.....	978
McDiarmid, Donald.....	1250
McDougall, Hugh.....	439
McEachern, James.....	1545
McFaul, John Henry.....	2316
McGill, Anthony.....	2317
McGrath, John.....	1546
McGregor, Norman R.....	1354
McInnis, Alexander.....	2318
McKellar, John Archibald.....	979
McLean, Daniel.....	2117
McLean, William Jenkinson.....	2118
McMillan, John.....	440
McShea, Royal.....	1251
Nash, Samuel Lemmy.....	981
Platt, Gilbert Dorland.....	441
Pratt, Abraham.....	859
Pritchard, John Frederick.....	2214
Pysher, David.....	1171
Rankin, John Brown.....	2319
Rannie, William.....	2473
Rider, Thomas.....	1635
Robertson, Duncan.....	2472
Ross, John.....	1636

## FIRST CLASS—GRADE C—(Continued.)

NAME.	REGISTER NO.
Rowland, Fleming.....	1252
Russell, James.....	2120
Russell, John Rowe.....	1931
Rutherford, James. (1).....	2029
Schmidt, George.....	2474
Simpson, Samuel.....	443
Smith, George.....	442
Swan, Thomas.....	1745
Tilley, William Edward.....	2121
Thompson, Matthew.....	1746
Tremeer, Thomas.....	2475
Vance, William.....	1841
Wegg, David Spencer.....	2030
Whillans, Robert.....	2122
Young, Egerton Ryerson.....	1253
York, Frederick Embry.....	1637

## SECOND CLASS—GRADE A.

NAME.	REGISTER NO.
Allen, John.....	1843
Anderson, William.....	1172
Armstrong, Joseph.....	453
Badgero, Justin.....	377
Baird, Alexander Kennedy.....	786
Balderson, Thomas.....	1933
Baumwart, Owen.....	785
Beattie, William.....	2320
Bingham, James William.....	1844
Blackwood, Robert.....	787
Bonnar, Horatio James.....	2476
Bruce, George.....	788
Bruce, James.....	455
Brown, George.....	1934
Bredin, Wilson Watson.....	2123
Bull, Corey.....	1357
Campbell, Neil.....	983
Campbell, John Munroe.....	1448
Campbell, Robert A.....	749
Campbell, James.....	1936
Campbell, William.....	2215
Calvert, Joseph.....	529
Carley, Abram.....	2031
Carson, Joseph Standish.....	2477
Clements, William.....	1173
Coakley, Henry.....	2032
Collins, Joseph Jonathan.....	985
Cooley, Robert.....	2124
Cranfield, Richard Ebenezer.....	986
Cremien, Daniel.....	613
Demill, Ervin.....	530
Duff, James.....	531
Dougherty, Isaiah.....	614
Duncan, Alexander.....	1174
Dunseith, David.....	1256
Earl, Barton.....	1846
Ebbels, Walter Dennis.....	2321
Eccles, Daniel.....	2322
Fairbairn, Robert.....	789
Farrington, James.....	1938
Fleming, James.....	532
Fleming, Robert McMillan.....	988
Fotheringham, A. Thomson.....	1074
Fowler, Henry.....	1548
Fraser, George.....	456



## SECOND CLASS—GRADE A—(Continued.)

NAME.	REGISTER NO.
Fraser, Mungo, (a) (b).....	790
Frazer, William.....	704
Galbraith, Daniel.....	1640
Gibson, James.....	1750
Gouch, Thomas.....	379
Graham, Andrew.....	2033
Green, Thomas.....	380
Hall, Asa.....	1751
Hamm, Thomas Edwin.....	533
Harris, James Heenan.....	2478
Harcourt, Luke Arthur.....	1752
Hay, Andrew.....	1940
Henderson, Robert.....	2398
Hicks, Henry Minaker.....	1358
Hughes, Amos J.....	1359
Hughes, James Henderson.....	1360
Hutchisor, William.....	1452
Irving, George.....	534
Irwin, James.....	793
Jennison, Reuben Robinson.....	1941
Kean, John Russell.....	705
Kennedy, Neil.....	2323
Kitchen, Edward.....	989
Legerwood, Daniel.....	615
Leitch, John McMillan.....	2479
Leitch, Thomas.....	2480
Leslie, Alexander.....	2399
Mackay, Robert Peter.....	2218
Maconn, John.....	990
Magrath, Patrick.....	1179
Martin, John.....	1754
Meredith, William.....	1261
Moyer, Samuel Nash.....	1551
Murch, Thomas.....	1942
McCally, Robert.....	1259
McCausland, Robert.....	1549
McClure, Robert.....	896
McDonald, James.....	1550
McDonald, Robert.....	1361
McDonald, William.....	1753
McFarlane, Archibald.....	2126
McFarlane, Laughlin.....	1178
McFarland, Robert.....	2401
McHardy, Norman.....	1362
McIntyre, Duncan.....	1363
McKay, George Webster.....	2481
McKenzie, John.....	616
McLean, James.....	2324
McMillen, Malcolm C.....	1260
McPherson, Finlay.....	1456
McRae, Alexander.....	1364
McVean, John.....	618
Newman, John Byron.....	797
O'Reilly, Robert.....	537
Palmer, John Henry.....	2222
Patterson, James.....	798
Patterson, James Centenary.....	707
Richards, George.....	459
Ritchie, David Ferguson.....	2127
Robertson, John.....	1457
Rolls, Alfred.....	800
Ross, Arthur Wellington.....	2035
Rutherford, James (2).....	2036

## SECOND CLASS—GRADE A—(Continued.)

NAME.	REGISTER NO.
Schmidt, John Henry.....	1458
Scollon, John.....	1552
Slavin, Edward.....	2325
Shurtleff, George.....	538
Shirreff, Benjamin.....	98
Smith, Thomas.....	1943
Smith, Peter.....	2128
Stevenson, Samuel.....	620
Sturk, John Dunn.....	993
Thompson, Alexander.....	708
Turnbull, John.....	540
Webb, Joseph Hughes.....	1757
Weir, Andrew.....	461
Wellbanks, Hiram.....	621
Welsh, John.....	1644
Wellwood, Nesbitt John.....	2326
Willis, Robert.....	1460
Woodward, George W.....	1263
Young, Thomas.....	622

## SECOND CLASS—GRADE B.

NAME.	REGISTER NO.
Adams, Richard.....	2129
Agnew, James.....	2038
Allison, Andrew.....	1645
Anderson, John.....	1642
Armitage, John Robertson.....	904
Armstrong, Thomas C. Little.....	2130
Arthur, Samuel.....	1848
Bancroft, Asa Montgomery.....	1367
Banks, Richard.....	1646
Barr, William.....	1647
Barrett, Thomas.....	2223
Barrie, George.....	2224
Beattie, Jeremiah.....	1181
Beckstedt, Joseph M.....	905
Bell, William.....	1648
Blanchard, Samuel Gray.....	1182
Blatchford, William.....	2225
Bogart, George Arthur.....	1758
Bolton, Jesse Nunn.....	1183
Boyle, William S.....	2482
Braiden, Richard.....	1850
Brierly, Charles.....	1082
Brown, Isaac.....	621
Brown, James (1).....	622
Brown, James Burt.....	1851
Brown, John Thompson.....	2038
Brown, Levi.....	1759
Brown, William (1).....	623
Brown, William (2).....	906
Bruce, King.....	1553
Buchanan, Robert.....	907
Buckland, Henry.....	1083
Campbell, Aaron Jesse.....	1653
Cannon, George.....	1084
Carlaw, Davidson.....	2327
Carter, William H. Perry.....	1760
Chisholm, William.....	1085
Chisholm, James.....	1264
Christie, Elias.....	1761
Clendinning, William Scott.....	2228
Clifton, Henry S.....	541
Cochran, Charles.....	1762



## SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Code, John Richard.....	1184
Costin, William.....	2328
Croll, David.....	2131
Crane, George.....	1554
Craig, George.....	1086
Dawson, Cornelius.....	2041
Doan, George Henry.....	543
Dodson, Richard Elisha.....	1555
Duff, Daniel.....	462
Donnelly, James.....	1763
Easton, Robert.....	1265
Edmison, Ralph Hezlop.....	2403
Ellis, Frederick Llewellyn.....	1853
Elliott, George.....	1764
Fawcett, Simon Wesley.....	1653
Fleming, William.....	1185
Flynn, Daniel.....	1654
Foster, Richard.....	802
Frampton, John.....	1655
Fraser, Alexander.....	1557
Fraser, Donald Blair.....	2484
Fraser, John.....	1854
Frazer, George James.....	1855
Fry, Menno Simon.....	1856
Fulton, James.....	2485
Gerrie, James.....	1187
Gerow, Arthur Martin.....	1765
Gibbard, John.....	2133
Gilfillan, James.....	1945
Goldsmith, Perry David.....	1656
Gorsline, William Edward.....	463
Gott, Benjamin.....	1267
Graham, Charles.....	1188
Graham, Dugald.....	1559
Graham, John.....	1189
Graham, Simon.....	2044
Gray, Samuel.....	2134
Green, Philip.....	1463
Greenlees, Andrew.....	997
Griffin, Willard Morse.....	1558
Hagartie, James.....	544
Hammond, William.....	1190
Hannah, William George.....	1657
Hare, George William.....	1658
Harlow, James.....	464
Harman, Reuben P.....	1946
Harper, William.....	1269
Harris, Benjamin Wesley.....	2483
Heaslip, Nelson.....	1766
Hegler, John H.....	465
Henderson, David.....	1270
Hendry, Andrew.....	2329
Herner, Samuel Shantz.....	2330
Hewson, Edmund Thomas.....	803
Hicks, David.....	1660
Hill, Alfred.....	1088
Hipple, Jacob.....	1089
Hodgins, Thomas.....	908
Hogarth, Thomas.....	2486
Holmes, Robert.....	1662
Howell, Lewis.....	998
Huggins, John Routledge.....	2135
Hugil, Joseph.....	2229

## SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Husband, George.....	384
Hyde, Levi Thaddeus.....	1276
Jacques, John.....	461
Jenkins, John Fletcher.....	804
Johnson, Arthur.....	1272
Johnston, Robert.....	909
Keam, Peter.....	1369
Keam, Reuben.....	2230
Keddy, John.....	1191
Kellogg, Charles Palmer.....	2404
Kennedy, John.....	999
Kermott, Charles Holland.....	1192
Kidd, Alexander Brown.....	1370
Kiernan, William Malcolm.....	1193
Kirk, William.....	2487
Knisely, Owen Fares.....	545
Lawson, George Dudley.....	1560
Lean, John.....	2488
Leitch, Alexander.....	912
Little, Archibald.....	1001
Livingston, Lewis.....	913
Lloyd, David.....	1273
Lovett, William.....	1767
Lowe, Peter.....	2045
Luton, Leonard.....	805
Luton, James Lyman.....	806
Luttrell, William.....	2332
Mark, Kenward.....	2137
Martin, John Anthony.....	2046
Masales, George W.....	1948
Maxwell, Henry William.....	711
Meech, Thomas English.....	1374
Metcalf, Hiram.....	1465
Miller, John.....	1466
Milne, Walter Baird.....	2331
Moir, George.....	2237
Moore, James Samuel.....	915
Monkman, James Matthias.....	1467
Monkman, J. G. Lawrence.....	1772
Morris, John George.....	1564
Morrison, Adam.....	1194
Morton, Andrew.....	1949
Morton, John Brown.....	1468
Moulton, Proctor.....	1950
Mulloy, Nelson.....	1195
Mundell, John.....	2138
Murdoch, Andrew.....	1276
Murray, John.....	1951
Musgrave, Peter.....	468
McAndrew, James.....	2489
McArthur, Alexander.....	1664
McArthur, Robert Blair.....	1768
McBrayne, Dugald.....	1665
McCalla, John.....	630
McCallum, John Sangster.....	2233
McCallum, Malcolm.....	1952
McCammon, James.....	546
McConnell, John.....	467
McCormick, Colin.....	2234
McCrimmon, Angus.....	1953
McDiarmid, John.....	2332
McDiarmid, Peter.....	1092
McDonald, John James.....	1863

## SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
McDonald, Duncan Forbes.....	1372
McDougall, John.....	631
McEachern, Donald.....	808
McFarlane, George.....	1769
McGee, Alexander.....	710
McGregor, Robert Campbell.....	1094
McIntosh, Angus.....	1471
McIntyre, George.....	1864
McKay, Archibald.....	1561
McKay, Hugh.....	2235
McKay, William.....	2333
McLaren, Alexander.....	1472
McLaren, Alexander Lumsden.....	1667
McLean, Peter.....	632
McLellan, Andrew.....	1275
McLim, William Andrew.....	1865
McLellan, Archibald.....	914
McMahon, Michael.....	1770
McNabb, John.....	1003
McNair, Alexander.....	2236
McPherson, Archibald.....	1562
McPherson, Moses.....	1473
McTavish, Douglas.....	1771
Neelands, Joseph.....	916
Neilson, William.....	1277
Nicholson, Thomas.....	1866
O'Grady, Patrick John.....	1474
Osborne, Edward.....	2048
Owen, John.....	1278
Owen, William Jerrold.....	1279
Palmer, George Alexander.....	1668
Peart, William.....	1773
Perry, Robert Selby.....	1230
Peters, Henry Sanders.....	811
Pollock, James Edward.....	2405
Poole, Edward.....	1565
Powell, Francis Cox.....	1566
Powers, Henry.....	1475
Rae, Alexander Marshall.....	1867
Raney, William.....	1281
Richardson, James.....	1196
Risk, William Henry.....	2049
Robertson, James.....	1954
Robertson, John Pushman.....	917
Robinson, John.....	712
Rose, Amos William.....	1567
Rose, Leonard Alfred.....	1669
Rothwell, Peter Duilligas.....	2406
Ruby, Daniel Christian.....	1568
Ruthven, William.....	386
Sanderson, Robert.....	1955
Scodes, John.....	810
Scott, James.....	1569
Shortt, Charles.....	388
Silcox, John.....	2407
Simpson, John William.....	1868
Smith, Abram.....	1570
Smith, Edward Saunders.....	2490
Smith, Francis.....	918
Smith, William Charles.....	1869
Squire, William.....	1775
Stahlschmidt, William.....	2491
Stewart, Elihu.....	2408

## SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Suddaby, Jeremiah.....	1282
Sullivan, Daniel.....	1476
Swayze, George Albert.....	2052
Switzer, Parmenio Alvan.....	1197
Switzer, William Haw.....	2053
Taber, Jacob Russell.....	1670
Tapscott, Samuel.....	1477
Taylor, Walter.....	1478
Theal, Nelson.....	1375
Thetford, William Henry.....	1376
Thompson, Alexander.....	1099
Thompson, Charles.....	1479
Thompson, George Washington.....	549
Tiler, Alexander David.....	2228
Titchworth, Ira Cyrus.....	2054
Treadgold, Manton.....	1481
Vandewaters, Samuel.....	470
Vardon, Anthony Dimoc.....	1283
Wait, Lucien Augustus.....	1776
Walker, James Taylor.....	2492
Warburton, William.....	1379
Ward, James Henry.....	1482
Weese, Redford Colborne.....	2055
Wiggins, Henry.....	1571
Wilkins, David Francis H.....	1956
Williams, William.....	1777
Wilson, Benjamin Franklin.....	919
Wilson, Edward Sutton.....	1572
Wilson, George.....	1101
Wilson, Hercules.....	1380
Wilson, Josiah.....	1957
Wilson, Samuel.....	1958
Wilson, William.....	1484
Winans, William Henry C.....	1284
Wright, George Catley.....	1870
Wright, Meade Nisbett.....	1102
Yeomans, Silas Parker.....	550

## SECOND CLASS—GRADE C.

NAME.	REGISTER NO.
Austin, Gilbert Stevenson.....	471
Book, Eli.....	638
Boyd, Thomas.....	474
Brookfield, James.....	551
Brown, David.....	391
Brown, James, (2).....	639
Bryant, John Henry.....	640
Burden, Samuel.....	475
Jones, Jonas.....	553
Laughlin, William.....	554
Little, James.....	477
Livingstone, Dugald.....	392
Lucas, Thomas Dennis.....	641
Miliken, William.....	395
Misener, George.....	478
McDiarmid, Duncan.....	642
McGregor, Alexander.....	393
McIntyre, Duncan.....	394
McMaster, John.....	644
Noxon, Isaac James.....	645
Riddell, Andrew.....	646
Robertson, John.....	555
Ross, John Simpson.....	479
Shurtleff, Robert Fulton.....	556

## SECOND CLASS—GRADE C—(Continued.)

NAME.	REGISTER NO.
Smith, Andrew.....	558
Stone, Newton Ransom.....	480
Walsh, Thomas.....	481
Waters, George.....	559
Wilson, Thomas.....	482
Wolverton, Samuel.....	647

THE FOLLOWING EXPIRE 22ND DECEMBER,  
1868 :

East, Cornelius.....	2493
Jessop, Elisha.....	2494
Jones, James Robert.....	2495
McEwen, John.....	2496
McFarlane, Peter Alexander.....	2497

## EXPIRE 22ND DECEMBER, 1868—(Continued.)

NAME.	REGISTER NO.
O'Brien, William.....	2498
Scallion, James William.....	2499

SECOND CLASS—NOT GRADED. SEE ALSO PAGES  
78 AND 79.

Thompson, Alexander.....	338
Trousdale, James D.....	248
Vardon, William.....	20
Warren, Joseph.....	114
Weir, William.....	249
Will, Phineas.....	90
Williams, David Ludgate.....	89
Wilson, Robert.....	88
Wright, John Horton.....	285

PROVINCIAL CERTIFICATES GRANTED TO FEMALE STUDENTS, AND VALID ON 31ST  
DECEMBER, 1867.

## FIRST CLASS.—NOT GRADED.

NAME.	REGISTER NO.
Adams, Elizabeth.....	318
Adams, Mary.....	151
Appleton, Lydia Anne.....	83
Brown, Mary.....	320
Cattanach, Catherine.....	266
Clark, Dorcas.....	4
Clark, Helen Elizabeth.....	267
Clark, Josephine Whitmore.....	316
Coote, Elizabeth.....	84
De Cow, Mary Anne.....	268
De Cow, Rebecca.....	269
Foster, Jane.....	85
Gunn, Kate.....	317
Hughes, Elizabeth.....	229
Jennings, Emily Howard.....	152
Johnson, Catherine.....	5
Keddie, Eliza Wilson.....	153
Lind, Harriet Anne.....	270
Lyons, Lydia Louisa.....	81
Magan, Grace Anastasia.....	230
Morrison, Anna Mills.....	6
Murray, Mary Anne.....	271
McCracken, Mary.....	82
McNaught, Elizabeth.....	231
Quinn, Sarah Birch.....	232
Robinson, Julia Anne.....	154
Robinson, Sarah Agnes.....	233
Shadd, Emmeline.....	319
Shenick, Henrietta.....	272
Smith, Jane.....	155
Stephens, Mary.....	156
Storrie, Josephine.....	157
Sweeney, Margaret.....	159
Toof, Marie E.....	7
Whitcomb, Huldah L.....	8
Williams, Maria Louisa.....	160

## SECOND CLASS.—NOT GRADED.

NAME.	REGISTER NO.
Anderson, Jane.....	250
Armstrong, Agnes.....	251
Armstrong, Annie Musgrove.....	286
Arnold, Emma.....	287
Backhouse, Matilda.....	288
Bales, Sarah.....	172
Barber, Eliza.....	30
Bell, Elizabeth.....	43
Bowes, Harriet.....	173
Bowes, Sarah.....	174
Brown, Mary Frances.....	290
Burgess, Margaret.....	175
Buyers, Margaret.....	176
Campbell, Elizabeth.....	291
Campbell, Helen.....	129
Carr, Sarah.....	177
Clark, Emily M.....	33
Clark, Esther.....	179
Coady, Mary.....	180
Daniell, Ellen.....	42
Dorothy, Susan.....	253
Farland, Eliza J.....	37
Fleming, Anna.....	25
Flood, Elmira.....	342
Foggin, Alice.....	254
Foster, Jennette Gray.....	27
Fuller, Sarah Anne.....	293
Hagar, Azubah.....	38
Hagar, Lydia L.....	34
Hendry, Christina Anne.....	41
Higgins, Fanny.....	132
Higgins, Kate.....	183
Hoig, Ellen.....	125
Hoig, Martha.....	45
Holmes, Anna Maria.....	184
Howard, Lydia Eleanor.....	131



## SECOND CLASS—NOT GRADED—(Continued.)

NAME.	REGISTER NO.
Jackson, Anne Eliza.....	186
Johnson, Isabella.....	187
Junor, Catharine.....	188
Kennedy, Elizabeth Eleanor.....	340
Kennedy, Harriet Evelyn.....	189
Kennedy, Margery Muter.....	190
Leach, Eleanor.....	339
Magan, Elizabeth Maria.....	35
Masters, Caroline A.....	126
Masters, Delia Andrews.....	127
Mills, Sophronia Andevon.....	130
Mowat, Jane.....	257
Munday, Lydia Sophia.....	295
Munyard, Mary Anne.....	346
Myers, Juliana.....	296
McCady, Melissa.....	191
McDonald, Margaret Catherine.....	345
McIlderry, Margaret Teresa.....	256
McLean, Sophia Caroline.....	344
McLennan, Christy.....	192
Porter, Louisa.....	297
Porter, Mary.....	298
Preston, Annie.....	258
Quinn, Anne Jane.....	299
Rice, Emily.....	44
Robertson, Minnie.....	31
Robinson, Elizabeth R.....	26
Robinson, Susannah.....	348
Rogers, Adelaide.....	300
Saunders, Rose.....	29
Sharp, Phoebe Louisa.....	40
Shearer, Mary.....	195
Sheppard, Mary.....	301
Shrigley, Margaret.....	196
Siggins, Anne.....	32
Simpson, Henrietta.....	347
Smith, Jane.....	28
Smith, Melissa.....	39
Snyder, Lizanna S.....	197
Stevens, Elizabeth.....	198
Stone, Adeline.....	199
Sweeney, Mary Ann.....	303
Tewksbury, Sarah Elizabeth.....	350
Van Every, Adeline.....	304
Van Every, Elizabeth.....	200
Van Every, Emmeline.....	305
Walker, Amanda.....	36
Walkingshaw, Cecilia M. A.....	201
Wilkinson, Caroline.....	261
Wilson, Mary Ann.....	202

## FIRST CLASS—GRADE A.

Adams, Martha.....	1020
Beattie, Grace Shepherd.....	1397
Beckett, Emma.....	1489
Bell, Helen.....	517
Bisbee, Gertrude M.....	518
Boddy, Sophia Louisa.....	1578
Borthwick, Anna.....	444
Brown, Lillis.....	519
Buick, Margaret.....	1676
Cameron, Annie Isabella.....	2153
Campbell, Sarah Anne.....	727

## FIRST CLASS—GRADE A—(Continued.)

NAME.	REGISTER NO.
Clark, Annie Lydia.....	728
Clark, Clara Jane.....	1786
Clark, Helen Miliken.....	445
Clark, Sarah Haley.....	1787
Couzens, Emily.....	2343
Cown, Sarah.....	1021
Craig, Elizabeth.....	1677
Duck, Mary Jane.....	1967
Dunn, Hannah Olivia.....	2245
Elliot, Margaret.....	2154
Farrow, Elizabeth.....	729
Ferguson, Margaret.....	2246
Foster, Mary.....	360
Gibson, Rachel.....	1788
Gillen, Mary.....	2155
Gordon, Fanny.....	361
Greenlees, Margaret.....	1678
Hayes, Almira.....	730
Holmes, Emma Elizabeth.....	1022
Irvine, Margaret.....	362
Kerr, Marion.....	1293
Lester, Mary.....	363
Mathews, Agnes Olivia.....	2500
McCausland, Caroline Elizabeth.....	2413
McElroy, Maria.....	731
McLean, Jane.....	446
McMahon, Catherine.....	2501
O'Neill, Margaret.....	1679
Paterson, Mary Theresa.....	2502
Ramsay, Margery Jarden.....	447
Reeves, Mary Maria.....	1680
Robertson, Dorcas Damie.....	520
Ross, Catherine McCandie.....	1968
Scott, Margaret Taylor.....	2503
Shenick, Adeline.....	732
St. Remy, Harriet Anne A. Le Lievre de.....	1294
Sudborough, Esther.....	733
Sutherland, Annie.....	604
Sutherland, Annie Agnes.....	2247
Sutherland, Jennie Helena.....	2248
Turnbull, Jessie.....	1398
Wilkes, Marcella.....	825
Worth, Mary Anne.....	2504
Wright, Eliza Jane.....	1024
Wright, Fanny Mary.....	1023

## FIRST CLASS.—GRADE B.

Adams, Agnes Maria.....	1681
Anker, Mary Anne.....	1969
Armstrong, Martha.....	734
Banan, Ellen Olivia.....	927
Bell, Janet.....	521
Bell, Mary Ann.....	1879
Brown, Margaret.....	2414
Brown, Maria.....	735
Buchanan, Elizabeth.....	522
Cantlon, Elizabeth.....	1970
Carnochan, Janet.....	1025
Cattanach, Anna Jane.....	736
Churcher, Annie.....	2068
Churchill, Charlotte Madeline.....	364
Collar, Eliza.....	1111
Currie, Mary.....	737

## FIRST CLASS—GRADE B—(Continued.)

N-NE.	REGISTER NO
Currie, Menzies .....	738
Fraser, Catherine .....	1112
Gillen, Ellen .....	1794
Greece, Martha Zenobia .....	1205
Guthrie, Margaret .....	1027
Hamilton, Sarah Jane .....	1795
Hatton, Mary Victoria .....	826
Henderson, Jemima .....	605
Henning, Amelia .....	1682
Hoig, Mary Turner .....	365
Hornell, Mary Johnston .....	1206
Horner, Esther A. Rogers .....	1789
Huff, Elizabeth .....	448
Huff, Mary Vandusen .....	449
Irvine, Eliza .....	1790
Jones, Amy Caroline .....	450
Jones, Anna Elizabeth .....	2344
Kennedy, Jessie Alison .....	929
Keown, Adelaide .....	606
Kessack, Margaret .....	2345
Lanton, Emilia .....	2156
Legg, Isabella .....	1927
Lemon, Kate .....	2505
Mackay, Jessie .....	1791
Magan, Catherine .....	366
Maguire, A. Margaret .....	827
Meldrum, Margaret Jane .....	2346
McCorkindale, Margaret .....	1026
Nichol, Margaret Elliot .....	828
O'Brien, Eliza .....	1973
O'Flaherty, Anna Maria .....	1683
Robertson, Amelia .....	607
Robinson, Mary Ann .....	930
Rogers, Jessie .....	1684
Rose, Catherine .....	829
Smith, Rachel Ann .....	1295
Spotton, Charlotte Elizabeth .....	2157
Strickland, Nancy .....	367
Sutherland, Margaret .....	2506
Turnbull, Sarah Annie .....	2348
Umney, Lilly .....	1208
Walker, Mary .....	830
Williams, Eliza Ann .....	1192
Yeats, Elizabeth .....	1209

## FIRST CLASS—GRADE C.

Adams, Lucinda Ruth .....	739
Ashall, Eliza .....	1113
Bennetto, Susan Elizabeth .....	2349
Bettie, Jane Elizabeth .....	368
Bisbee, Julia Elizabeth .....	831
Bishop, Maria Agnes .....	1296
Black, Mary Elizabeth .....	2249
Blackburn, Mary .....	740
Blain, Kate .....	741
Brown, Sophia Georgiana .....	2545
Carey, Eleanor Harriet .....	651
Carroll, Charlotte Jane .....	1114
Charlton, Mary Ellen .....	1028
Childs, Sarah Elizabeth .....	1210
Churchill, Mary Ann .....	523
Dollar, Leonora .....	1492
Done, Julia .....	2070

## FIRST CLASS—GRADE C—(Continued.)

NAME.	REGISTER NO.
Cowan, Elizabeth .....	1029
Coyne, Maria Hamilton .....	2071
Dadson, Mary Anne .....	524
Dickinson, Eliza .....	742
Eaton, Elizabeth Cecilia .....	608
Ewan, Janet .....	1976
Fairgrieve, Agnes .....	2350
Fayette, Emilie Augusta .....	525
Ford, Angelina Brown .....	451
Ford, Julia Cadman .....	1297
Fraser, Charlotte .....	1212
Gemmell, Jessie .....	2161
Gill, Mary Ann .....	369
Gillies, Mary .....	832
Gordon, Annie .....	609
Gordon, Eliza .....	1030
Griffin, Ellen Catherine .....	1685
Guthrie, Grace .....	1402
Hamilton, Sarah Maria .....	1115
Harcus, Mary .....	1977
Hardie, Ellen .....	1582
Hatton, Sarah Adelaide .....	2418
Hay, Eliza Augusta .....	931
Hendershot, Melissa F. .....	1213
Hepburne, Rhoda .....	2507
Houlding, Mary .....	370
James, Lucy .....	1686
Jeffers, Emma .....	1583
Jones, Louisa Harriet .....	2508
Kellock, Agnes .....	1116
Kennedy, Catherine Ainslie .....	526
Knowlson, Mary Isabella .....	1403
Lamb, Martha .....	875
Lanton, Kate Simpson .....	1404
Magee, Phebe Sumner .....	932
Marett, Sabina Hawkins .....	2420
Millard, Rosa Scott .....	610
Mullin, Sarah .....	1117
Munson, Charlotte .....	1687
McAllan, Annie .....	1215
McCulley, Esther .....	1216
McDonald, Elizabeth .....	527
McDonald, Isabella .....	2351
McDonald, Margaret .....	2509
McIntosh, Margaret .....	2072
McKay, Elizabeth .....	1031
McKellar, Catherine .....	1688
McLaughlin, Elizabeth Anne .....	2510
McNaughton, Margaret .....	528
McNiece, Catherine .....	452
Newman, Mary Hargrave .....	743
O'Flaherty, Edith .....	1689
Pickersgill, Mary Ann .....	371
Piper, Lucinda .....	372
Rattray, Jessie Sophia .....	1217
Riddell, Mary Anne .....	2510
Robinson, Annie .....	2253
Robinson, Eliza .....	744
Robinson, Grace .....	1118
Robinson, Mary .....	833
Rogers, Christina .....	1584
Shoff, Annie .....	611
Slocombe, Mary Ann .....	834



## FIRST CLASS—GRADE C—(Continued.)

NAME.	REGISTER NO.
Smith, Mary Catherine .....	933
Smith, Sarah .....	1496
Somers, Harriet Christiana .....	2073
Somerville, Agnes .....	2352
Sparling, Mary Jane .....	2353
Starratt, Hannah .....	1406
Strickland, Margaret .....	364
Sullivan, Annie .....	1385
Turner, Maria Jane .....	1978
Tuttle, Alice Mary .....	2512
Tytler, Barbara .....	2077
Vallance, Margaret .....	1690
Vining, Eusebia Bodwell .....	1407
Walker, Catherine .....	375
Walker, Isabella .....	376
Wood, Henrietta .....	2513
Young, Mary .....	2355

## SECOND CLASS—GRADE A.

Agar, Ellen .....	745
Aird, Margaret .....	2514
Allan, Mary Kennedy .....	835
Andrews, Abigail Wilkinson .....	2515
Armstrong, Annie Linda .....	1218
Armstrong, Elizabeth .....	2516
Barnes, Anne .....	1886
Baxter, Louisa .....	2423
Beattie, Mary .....	2517
Bentley, Kate .....	2255
Bethel, Sarah .....	836
Bethell, Dorinda .....	1301
Blackburn, Jane .....	746
Bourke, Barbara Ann .....	1120
Buchan, Mary .....	1498
Butler, Harriet Jessie Edith .....	2356
Button, Anna .....	397
Campbell, Jane A. Jamesina .....	2256
Campbell, Mary .....	2162
Campbell, Mary Ann .....	1888
Cash, Charlotte .....	1796
Clark, Anne .....	1586
Comfort, Sara .....	2424
Corrigan, Augusta Margaret .....	2518
Coyne, Annie .....	1797
Crawford, Eliza Ann .....	398
Cummins, Margaret Eliza .....	1220
Cummins, Margaret Jane .....	653
Cusack, Amelia .....	1980
Dance, Anne .....	560
Davis, Ruth .....	1587
Dowswell, Mary Jane .....	2519
Drury, Martha Jane .....	2357
Duffin, Mary Charlotte Jane .....	2520
Duncan, Alice .....	1032
Dundas, Lydia .....	654
Elder, Jane .....	2078
Forster, Mary Telfer .....	1981
Fraser, Mary Ann .....	1033
French, Sarah Toms .....	1588
Garden, Mary Louisa .....	1034
Gillen, Catherine .....	1691
Gunn, Jane .....	1221
Hamilton, Susan .....	399

## SECOND CLASS—GRADE A—(Continued.)

NAME.	REGISTER NO.
Hamilton, Susie .....	937
Hanlon, Ellen Victoria .....	1302
Hatton, Emma .....	2163
Hemenway, Sinia Amanda .....	1590
Henderson, Robina Isabella .....	838
Horgan, Mary Rebecca .....	1982
Jenner, Sarah Ann .....	561
Jennings, Hannah Augusta .....	1983
Jones, Eleanor Josephine .....	2521
Kahler, Emma Amelia .....	1799
Kennedy, Susie .....	840
Laidlaw, Janet .....	1411
Laing, Ellen .....	2165
Laird, Jane .....	1303
Lamb, Susannah .....	1985
Lanton, Annie .....	1694
Lester, Margaret .....	655
Lloyd, Charlotte .....	939
Lowrie, Eliza Jane .....	2522
Magan, Frances Ann .....	842
Marling, Mary Ellen .....	2082
Martin, Elizabeth Margaret .....	1986
Mearns, Isabella .....	2427
Millard, Alice Gay .....	1222
Milne, Elnora .....	565
Moffatt, Susan Wait .....	2083
Moorcroft, Sarah Esther .....	2428
Morgan, Augusta Anna .....	844
Morgan, Eliza Sarah .....	749
Morton, Mary .....	845
Muirhead, Maggie .....	1801
Mullin, Charlotte Anne .....	1802
McBean, Isabella .....	1987
McCabe, Margaret .....	1800
McCallum, Elizabeth .....	747
McDavid, Mary .....	843
McDougall, Catherine .....	1412
McEachren, Charlotte Emma .....	2522
McGeorge, Mary .....	2425
McGregor, Mary .....	1894
McKay, Dorothy .....	748
McMurray, Elizabeth Jane .....	563
McNaughton, Janet .....	564
Nuthall, Phillis .....	2260
Palmer, Sarah Anne .....	2261
Paul, Anne Maria .....	402
Peden, Jesse Lathrop .....	1695
Porter, Agnes .....	941
Ramsay, Mary Ann .....	2524
Reeves, Ellen Margaret .....	2361
Richards, Amanda .....	566
Roberts, Sarah Anne .....	1500
Robertson, Margaret Gordon .....	2525
Robins, Ellen Gertrude .....	1804
Rose, Mary Jane .....	943
Russell, Mary Jane .....	1124
Saunders, Annie Maude .....	2262
Scarlett, Mary Elizabeth .....	2362
Sharp, Sarah Ann .....	1035
Shepherd, Ann Eliza .....	1125
Sinclair, Janet .....	1889
Smith, Margaret .....	567
Stevenson, Mary Elizabeth .....	751



## SECOND CLASS—GRADE A—(Continued.)

NAME.	REGISTER NO.
Stevenson, Ruth Bedelia.....	1696
Stewart, Annie.....	1805
Sudborough, Sarah Anne.....	1806
Taylor, Susannah.....	1502
Thompson, Rebecca.....	658
Tidey, Martha Victoria.....	847
Tier, Helen.....	2084
Turner, Elizabeth Ann.....	1304
Unsworth, Hannah H.....	1410
Wharin, Anne.....	403
White, Eleanor.....	1990
White, Hester Ann.....	2264
Wickson, Emma.....	1305
Wilkes, Margaret.....	568
Winlaw, Isabella.....	944
Wright, Mary Eleanor.....	1807
Young, Sarah.....	1808

## SECOND CLASS—GRADE B.

Ableson, Huldah Ann.....	2526
Acres, Jane.....	1503
Aiken, Jennie.....	1895
Allen, Maria.....	848
Allen, Mary.....	1698
Andrews, Martha.....	404
Armitage, Margaret.....	1414
Armstrong, Helen.....	1037
Armstrong, Mary Elizabeth.....	1504
Atkinson, Mary.....	1809
Bailey, Eliza.....	2266
Baldwin, Louise.....	2167
Bales, Anne.....	1896
Banan, Jane A.....	1991
Bates, Mary Jane.....	1505
Becket, Elizabeth.....	2268
Beckett, Lucy Mary.....	2269
Bedell, Sarah Melantha.....	1127
Bell, Emma Elizabeth.....	2527
Bell, Sarah.....	2168
Bethell, Maria.....	1597
Betts, Eliza Ann.....	753
Bissett, Mary.....	659
Boake, Sarah Anne.....	1598
Boyce, Martha Jane.....	2365
Brooks, Harriet.....	2271
Brundage, Candace.....	1415
Bullock, Mary Cecilia.....	2086
Burwash, Mary.....	1897
Calder, Elizabeth.....	2528
Cameron, Jane.....	2434
Campbell, Mary.....	1507
Capsey, Margaret.....	1813
Cartmell, Amelia Isabella.....	2087
Cartmell, Martha Julia.....	1814
Christie, Augusta.....	1306
Christoe, Caroline.....	1307
Clark, Jane.....	2367
Coady, Harriet Esther.....	1224
Coulter, Margaret.....	1128
Crawford, Elizabeth.....	1992
Crawford, Grace.....	1898
Cumming, Margaret.....	1308
Davis, Jane Eliza.....	849

## SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Dew, Mary Avis.....	406
Dick, Margaret Elizabeth.....	1700
Dingman, Margaret Mahala.....	1993
Dobbin, Emma W.....	1994
Dobie, Isabella McCreath.....	1817
Donohoe, Anne.....	1899
Dorland, Lydia Catharine.....	2435
Dowsell, Elizabeth.....	2529
Drew, Ellen.....	2088
Dygent, Anna Maria.....	2273
Elder, Christina Hossie.....	1900
Ellis, Hannah Cassandra.....	1995
Ellis, Louisa Josephine.....	2530
Fansher, Lucretia.....	1599
Farquharson, Georgiana.....	1130
Flavelle, Minnie.....	2275
Fletcher, Margaret.....	2531
Foreman, Fannie.....	1600
Forster, Mary.....	2173
Forster, Mary Rachel.....	850
Forsyth, Annie Dossin.....	2369
Foster, Margaret Jane.....	2172
Fraser, Margaret.....	2532
Gardner, Jane.....	570
Gibson, Margaret Agnes.....	2533
Gillen, Margaret Jane.....	1819
Good, Rosa.....	754
Goodfellow, Elizabeth.....	1132
Gowanlock, Janet Kidd.....	1133
Grabell, L. M. Emmeline.....	1701
Graham, Adelaide.....	1310
Grainger Mary Jane.....	1311
Greene, Martha.....	1510
Greer, Mary Ann.....	1511
Greeve, Ellen.....	1997
Gunn, Sarah Sophie.....	2276
Guthrie, Jane.....	1702
Hall, Agnes.....	1134
Hamilton, Jessie.....	2277
Harbottle, Charlotte.....	1703
Harbottle, Mary Ann.....	2278
Harney, Ellen Nora.....	2534
Harris, Augusta Julia.....	2174
Harris, Fanny Jane.....	1039
Harris, Frances Josephine.....	2279
Hayne, Caroline.....	852
Hay, Janet Kendrick.....	1820
Henderson, Elizabeth.....	1040
Henderson, Isabella Purvis.....	1512
Henderson, Margaret Anderson.....	1602
Henry, Rebecca.....	1603
Hills, Isabel.....	1313
Howe, Frances Fsther.....	2437
Hurlburt, Maria.....	2370
Jackson, Bertha.....	487
Jackson, Ellen.....	1903
Jeffers, Emma.....	1514
Johnson, Frances.....	1601
Johnston, Martha Jane.....	853
Jones, Rebekah.....	1821
Keam, Mary Roberts.....	2438
Kennedy, Jane.....	2089
Kenny, Christina.....	2371

## SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Kenny, Elizabeth.....	1515
Kerr, Hannah Clarinda.....	408
Kessack, Elizabeth.....	1704
Kessack, Lydia Jane.....	854
Laurie, Elizabeth Brown.....	2091
Lawrence, Fanny Helena.....	2439
Lees, Henrietta.....	1998
Leslie, Eliza Jane.....	2092
Ley, Theresa Georgiana.....	1604
Liddell, Christina Blair.....	757
Lloyd, Agnes.....	1516
Lundy, Sarah.....	1605
Mainprize, Sarah.....	1904
Mainprize, Sarah.....	1999
Magan, Mary Josephine.....	857
Marlatt, Mary Maria.....	410
Marshall, Agnes.....	1316
Maybee, Euphemia Amanda.....	1517
Medley, Emma.....	2177
Miller, Isabella Brown.....	662
Mills, Margaret.....	1825
Montgomery, Esther Emily.....	2001
Montgomery, Mary Jane.....	663
Moore, Isabella.....	2535
Moore, Martha.....	2287
Morgan, Eliza.....	760
Morrison, Margaret Helen.....	1607
Morton, Hester Amelia.....	2536
Murchison, Margaret.....	411
Murdie, Mary Jane.....	858
Muir, Agnes Eliza.....	1617
Muir, Orpha.....	1318
Murray, Elizabeth.....	859
McBean, Janet.....	855
McCarthy, Catherine.....	1226
McCarthy, Mary Ann.....	948
McCrea, Mary Ann.....	2440
McDonald, Annie Jane.....	2537
McIntire, Annie.....	2284
McKay, Jane.....	488
McLaughlin, Margaret.....	2285
McLeod, Mary.....	2374
McLoughlin, Mary Ann.....	856
McMillan, Susan Maria.....	1137
McPherson, Catharine.....	661
Nesbitt, Agnes.....	2443
Nixon, Kate.....	2002
Oates, Isabella Augusta.....	1706
O'Connell, Margaret.....	2179
O'Leary, Mary.....	860
Page, Mary Jane.....	2094
Patterson, Clara Amelia.....	2375
Payne, Louisa.....	2289
Pettinger, Mary.....	2004
Perkins, Maria Olivia.....	5095
Porter, Margery.....	2096
Pratt, Cornelia Augusta.....	861
Preston, Elizabeth Jane.....	2444
Preston, Victoria Elizabeth.....	2097
Prior, Joanna Amelia.....	2445
Ramsey, Cynthia.....	862
Rawson, Elizabeth Anna.....	2005
Reed, Almeida Cordelia.....	2180

## SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Reed, Georgiana.....	1227
Reid, Isabella.....	2006
Reynolds, Mary Ann.....	2181
Riddell, Elizabeth.....	2377
Ridley, Alexandrina Sophia.....	2291
Robbins, Clara.....	2378
Robertson, Magdalene.....	664
Robertson, Martha.....	572
Rogers, Agnes.....	2447
Russell, Elizabeth Mary.....	489
Rutledge, Fanny.....	412
Ryan, Catherine.....	413
Sanders, Harriet Louisa.....	1138
Saunders, Matilda.....	1422
Scales, Sophia Eliza.....	2182
Scarlett, Catherine.....	1139
Scobie, Sarah Emily Alexaudrina.....	2007
Scott, Agnes.....	665
Scott, Eliza Patton.....	1906
Scott, Jane.....	1907
Sefton, Martha.....	2183
Sharpe, Jennie Annie.....	2538
Shepherd, Mary Elizabeth.....	1140
Shewan, Jennie.....	2098
Short, Mary.....	2008
Sidway, Elizabeth.....	1908
Simpson, Mary.....	2539
Sinclair, Jane.....	1608
Sinclair, Mary Anne.....	414
Smith, Charlotte.....	2448
Smith, Jenny.....	1228
Sparrow, Caroline.....	1044
Stacey, Jane.....	666
Stewart, Isabella.....	1610
Stewart, Margaret Elizabeth.....	863
Strickland, Elizabeth.....	2009
Sutherland, Margaret.....	2184
Sweetin, Agnes.....	415
Sylvester, Emily.....	2380
Thompson, Charlotte Emily.....	2540
Thompson, Mary Jane.....	2449
Trenholme, Clarissa Jane.....	1611
Trout, Harriet Ann.....	1910
Twohy, Ellen.....	1827
Walker, Eliza Allan.....	2185
Walsh, Margaret Elizabeth.....	2541
Warburton, Lucinda.....	1828
Webster, Charlotte.....	667
Webster, Helen.....	490
Weed, Mary Jane.....	2293
Welsh, Jane.....	1829
West, Eliza Jane.....	2381
Wilkinson, Hannah.....	1710
Wilson, Jane.....	2382
Wood, Mercy.....	1230
Woodside, Jane.....	2451
Wright, Mary Ann.....	2452

## SECOND CLASS—GRADE C.

Agnew, Eliza.....	491
Armstrong, Jemima.....	669
Cooper, Elizabeth.....	673
Cull, Alice.....	574

## SECOND CLASS—GRADE C—(Continued.)

NAME.	REGISTER NO
Dunn, Barbara Morrison.....	575
Elston, Faith.....	576
Fletcher, Charlotte.....	577
Grant, Alice.....	675
Gurd, Dorah.....	578
Harley, Rachel.....	416
Hood, Jane.....	676
Hume, Mary Miller.....	579
Hunter, Margaret.....	417
Jack, Margaret.....	418
Johnston, Elizabeth.....	495
Kerr, Mary.....	419
Main, Jane.....	496
Miller, Jennet.....	582
Minshall, Mary Ann.....	421
Morton, Frances Eliza.....	678
Mulhern, Catharine.....	422
McBride, Sarah.....	580
McKechnie, Mary.....	581
McLellan, Mary.....	420
Rich, Esther.....	423
Robertson, Hannah.....	424

## SECOND CLASS—GRADE C—(Continued.)

NAME.	REGISTER NO.
Roché, Mary Elizabeth.....	680
Scott, Elizabeth.....	682
Thompson, Elizabeth.....	498
Tracy, Mary.....	683
Veit, Anne.....	586
Webster, Annie.....	425
Wilson, Annie.....	684

THE FOLLOWING EXPIRE 15TH JUNE, 1868:

Clark, Alvina.....	2454
Coyne, Margaret Jane.....	2455
Guillet, Mary Ann.....	2459
Harris, Elizabeth.....	2460
Mills, Jane.....	2462
Moore, Sarah.....	2463
Page, Minnie Emilie.....	2464

THE FOLLOWING EXPIRE 22ND DECEMBER, 1868:

Fuller, Henrietta.....	2542
Germain, Mary Eleanor.....	2543
Schofield, Amelia Monro.....	2544

Total number of Certificates granted..... 2544

Less Certificates expired or superseded by others subsequently granted..... 964

Total valid on 31st December, 1867, as per above list:

Male Teachers.....	851
Female Teachers.....	729
	1580

Of which a considerable number have become unavailable by deaths and removals.

(Certified)

ALEXANDER MARLING,  
Registrar.EDUCATION OFFICE, }  
Toronto, January, 1868. }

## APPENDIX C.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, FOR  
COMMON SCHOOLS, IN ONTARIO, FOR 1868.CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY  
IN THE PROVINCE OF ONTARIO.

SIR,—I have the honour to transmit herewith a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village and Township in Ontario.

The basis of apportionment to the several Counties, Cities, Towns, Villages and Townships for this year is the School population, as reported by the Local Superintendents for 1867, and I have no more generally accurate statistics of a late date. From 1862 to 1865, the census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for the last two years.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to



the average attendance of pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The gross sum apportioned to all the Schools this year is the same as that of last year; and as many Townships have rapidly increased in population, the apportionment in such cases has been proportionably augmented, which of course necessitates a reduction where the population has not been increased.

I shall endeavour to have the apportionment paid at this office, to the agent of the Treasurer of your Municipality, about the 2nd of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, some Municipalities which have not yet sent in their accounts of School Moneys, now several months overdue, and in these cases the payment must necessarily be deferred until the law has been complied with.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient Servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 16th June, 1868.

### APPORTIONMENT TO COUNTIES FOR 1868.

#### 1. COUNTY OF GLENGARRY.

TOWNSHIPS.	APPORTIONMENT.
Charlottenburgh.....	\$654 00
do for Separate Schools.....	\$76 00
Kenyon .....	570 00
Lancaster .....	412 00
do for Separate Schools.....	38 00
Lochiel.....	471 00
do for Separate Schools.....	119 00
	<hr/>
	\$233 00 \$2107 00
Total for County, \$2340 00.	

#### 2. COUNTY OF STORMONT.

Cornwall .....	\$525 00
Finch .....	350 00
Osnabruck .....	715 00
Roxborough .....	330 00
	<hr/>
	\$1920 00

#### 3. COUNTY OF DUNDAS.

Matilda .....	\$584 00
Mountain .....	450 00
Williamsburgh .....	560 00
Winchester .....	518 00
	<hr/>
	\$2112 00

#### 4. COUNTY OF PRESCOTT.

Alfred .....	\$160 00
Caledonia .....	107 00
Hawkesbury, East.....	416 00
do for Separate Schools.....	\$144 00
do West.....	230 00

#### COUNTY OF PRESCOTT—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Longueuil .....	\$186 00
Plantagenet, North .....	272 00
do for Separate Schools.....	20 00
do South .....	130 00
	<hr/>
	\$164 00 \$1501 00
Total for County, \$1665 00.	

#### 5. COUNTY OF RUSSELL.

Cambridge .....	\$60 00
Clarence .....	250 00
Cumberland .....	340 00
Russell .....	204 00
	<hr/>
	\$854 00

#### 6. COUNTY OF CARLETON.

Fitzroy.....	\$351 00
Gloucester .....	458 00
do for Separate Schools .....	\$22 00
Goulbourn .....	360 00
Gower, North.....	300 00
Huntley .....	320 00
March .....	170 00
Marlborough.....	277 00
do for Separate Schools.....	31 00
Nepean .....	436 00
do for Separate Schools.....	34 00
Osgoode.....	468 00
do for Separate Schools.....	32 00
Torbolton.....	110 00
	<hr/>
	\$119 00 \$3250 00

Total for County, \$3369 00.

## 7. COUNTY OF GRENVILLE.

TOWNSHIPS.	APPORTIONMENT.
Augusta.....	\$610 00
Edwardsburgh.....	612 00
do for Separate Schools.....	\$28 00
Gower, South.....	135 00
Oxford on Rideau.....	483 00
do for Separate Schools.....	22 00
Wolford.....	310 00
	\$50 00 \$2155 00
Total for County, \$2205 00.	

## 8. COUNTY OF LEEDS.

Bastard and Burgess, South.....	\$480 00
Crosby, North.....	290 00
Crosby, South.....	320 00
Elizabethtown.....	660 00
Elmsley, South.....	210 00
Escott, Front.....	178 00
Kitley.....	367 00
do for Separate School.....	\$13 00
Leeds and Lansdowne, Front.....	320 00
do do Rear.....	281 00
Yonge, Front.....	230 00
Yonge and Escott, Rear.....	229 00
do for Separate School.....	12 00
	\$25 00 \$3565 00
Total for County, \$3590 00.	

## 9. COUNTY OF LANARK.

Bathurst.....	\$380 00
Beckwith.....	283 00
Burgess, North.....	130 00
Dalhousie.....	190 00
do for Separate School.....	\$14 00
Darling.....	100 00
Drummond.....	310 00
Elmsley, North.....	170 00
Lanark.....	270 00
Lavant.....	40 00
Montague.....	414 00
Pakenham.....	311 00
Ramsay.....	520 00
Sherbrooke, North.....	40 00
do South.....	85 00
	\$14 00 \$3248 00
Total for County, \$3232 00.	

## 10. COUNTY OF RENFREW.

Admaston.....	\$273 00
Algoma.....	70 00
Alice.....	108 00
Bagot and Blithfield.....	140 00
Brougham.....	61 00
Bromley.....	176 00
Brudenell, Raglan, and Radcliffe.....	60 00
do for Separate Schools.....	\$36 00
Grattan.....	146 00
do for Separate Schools.....	24 00
Griffith.....	18 00
Horton.....	198 00
McNab.....	250 00
Matawatchan.....	20 00
Pembroke.....	50 00
do for Separate School.....	20 00

## COUNTY OF RENFREW—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Petewawa, Buchanan, and McKay.....	30 00
Rolph and Wylie.....	60 00
Ross.....	190 00
Sebastopol.....	65 00
Stafford.....	105 00
Westmeath.....	330 00
Wilberforce.....	210 00
	\$80 00 \$2560 00
Total for County, \$2640 00.	

## 11. COUNTY OF FRONTENAC.

Barrie.....	\$44 00
Bedford.....	160 00
do for Separate School.....	\$20 00
Clarendon.....	21 00
Hinchinbrooke.....	74 00
Kennebec.....	45 00
Kingston.....	464 00
do for Separate School.....	\$26 00
Loughborough.....	292 00
Olden.....	74 00
Oso.....	60 00
Palmerston.....	47 00
Pittsburgh.....	510 00
Portland.....	300 00
Storrington.....	350 00
Wolfe Island.....	297 00
do for Separate Schools.....	83 00
	\$129 00 \$2738 00
Total for County, \$2867 00.	

## 12. COUNTY OF ADDINGTON.

Amherst Island.....	\$120 00
Anglesea and Kaladar.....	132 00
Camden, East.....	719 00
do for Separate School.....	\$21 00
Denbigh and Abinger.....	35 00
Ernestown.....	516 00
Sheffield.....	284 00
do for Separate School.....	56 00
	\$77 00 \$1806 00
Total for County, \$1883 00.	

## 13. COUNTY OF LENNOX.

Adolphustown.....	\$91 00
Fredericksburgh, North.....	200 00
do South.....	150 00
Richmond.....	420 00
	\$861 00

## 14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$372 00
Athol.....	200 00
Hallowell.....	390 00
Hillier.....	270 00
Marysburgh.....	460 00
Sophiasburgh.....	300 00
	\$1992 00

## 15. COUNTY OF HASTINGS.

TOWNSHIPS.	APPORTIONMENT.
Elzevir .....	\$126 00
do for Separate Schools .....	\$9 00
Hungerford .....	530 00
do for Separate School .....	10 00
Huntingdon .....	367 00
Madoc .....	480 00
Marmora and Lake .....	187 00
Rawdon .....	455 00
Sidney .....	540 00
Thurlow .....	530 00
Tudor .....	60 00
Tyendinaga .....	880 00
	\$19 00 \$4155 00

Total for County, \$4174 00.

## 16. COUNTY OF NORTHUMBERLAND.

Alnwick .....	\$155 00
Brighton .....	423 00
do for Separate Schools .....	\$27 00
Cramahe .....	456 00
Haldimand .....	736 00
do for Separate Schools .....	24 00
Hamilton .....	690 00
Monaghan, South .....	160 00
Murray .....	470 00
Percy .....	417 00
do for Separate School .....	19 00
Seymour .....	500 00
	\$70 00 \$4007 00

Total for County, \$4077 00.

## 17. COUNTY OF DURHAM.

Cartwright .....	\$370 00
Cavan .....	590 00
Clarke .....	740 00
Darlington .....	750 00
Hope .....	600 00
Manvers .....	510 00
	\$3560 00

## 18. COUNTY OF PETERBOROUGH.

Asphodel .....	\$335 00
do for Separate Schools .....	\$15 00
Belmont and Methuen .....	116 00
Burleigh .....	50 00
Cardiff .....	2 00
Chandos .....	18 00
Douro .....	374 00
Dummer .....	246 00
Ennismore .....	120 00
Galway .....	70 00
Harvey .....	37 00
Minden, Stanhope and Dysart .....	110 00
Monaghan, North .....	140 00
Otonabee .....	446 00
do for Separate School .....	24 00
Smith .....	370 00
Snowdon .....	45 00
	\$39 00 \$2479 00

Total for County, \$2518 00.

## 19. COUNTY OF VICTORIA.

Anson and Hindon .....	\$43 00
------------------------	---------

## COUNTY OF VICTORIA—(Continued.)

OWNSHIPS.	APPORTIONMENT.
Bexley .....	\$44 00
Carden .....	110 00
Eldon .....	330 00
Emily .....	490 00
Fenelon .....	330 00
Laxton and Digby .....	75 00
Lutterworth .....	28 00
Mariposa .....	660 00
Ops .....	450 00
Somerville .....	95 00
Verulam .....	224 00
	\$2879 00

## 20. COUNTY OF ONTARIO.

Brock .....	\$560 0
Mara and Rama .....	294 00
do for Separate School .....	\$36 00
Pickering .....	930 00
Reach .....	755 00
Scott .....	320 00
Scugog Island .....	80 00
Thorah .....	187 00
Uxbridge .....	535 00
Whitby, East .....	410 00
do West .....	350 00
	\$36 00 \$4421 00

Total for County, \$4457 99.

## 21. COUNTY OF YORK.

Etobicoke .....	\$335 00
do for Separate School .....	\$5 00
Georgina .....	201 00
Gwillimbury, East .....	430 00
do North .....	247 00
King .....	960 00
Markham .....	870 00
Scarborough .....	523 00
Vaughan .....	956 00
Whitchurch .....	550 00
York .....	862 00
do for Separate Schools .....	\$153 00
	\$163 00 \$5934 00

Total for County, \$6097 00.

## 22. COUNTY OF PEEL.

Albion .....	\$590 00
Caledon .....	580 00
Chinguacousy .....	750 00
Gore of Toronto .....	116 00
do for Separate School .....	\$24 00
Toronto .....	720 00
	\$24 00 \$2756 00

Total for County, \$2780 00.

## 23. COUNTY OF SIMCOE.

Adjala .....	\$280 00
Essa .....	470 00
Flos .....	175 00
Gwillimbury, West .....	400 00
Innisfil .....	611 00
do for Separate School .....	\$7 00
Medonte .....	400 00
Mono .....	473 00



## COUNTY OF SIMCOE—(Continued.)

TOWNSHIPS,	APPORTIONMENT.
Morrison and Muskoka .....	80 00
Mulmur .....	280 00
Nottawasaga .....	590 00
Orillia and Matchedash .....	114 00
do for Separate School.....	\$31 00
Oro .....	440 00
Sunnidale .....	140 00
Tay and Tiny .....	250 00
Tecumseth .....	520 00
Tossorontio .....	179 00
Vespra .....	173 00
do for Separate Schools.....	\$7 00
	\$45 00 \$5575 00
Total for County, \$5620 00.	

## 24. COUNTY OF HALTON.

Esquesing .....	\$680 00
Nassagaweya .....	330 00
Nelson .....	490 00
Trafalgar .....	580 00
	\$2080 00

## 25. COUNTY OF WENTWORTH.

Ancaster .....	\$550 00
Barton .....	300 00
Beverley .....	700 00
Binbrooke .....	230 00
Flamborough, East .....	420 00
do for Separate School .....	\$20 00
Flamborough, West .....	417 00
do for Separate School .....	\$23 00
Glanford .....	250 00
Saltfleet .....	300 00
	\$43 00 \$3167 00
Total for County, \$3210 00.	

## 26. COUNTY OF BRANT.

Brantford .....	\$710 00
Burford .....	780 00
Dumfries, South .....	410 00
Oakland .....	150 00
Onondaga .....	210 00
	\$2260 00

## 27. COUNTY OF LINCOLN.

Caistor .....	\$240 00
Clinton .....	300 00
Gainsborough .....	320 00
Grantham .....	378 00
Grimshy .....	338 00
Louth .....	220 00
Niagara .....	240 00
	\$2036 00

## 28. COUNTY OF WELLAND.

Bertie .....	\$280 00
Crowland .....	160 00
Humberstone .....	311 00
do for Separate School.....	\$39 00
Pe lham .....	290 00

## COUNTY OF WELLAND—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Stamford .....	\$255 00
do for Separate School.....	\$45 00
Thorold .....	290 00
Wainfleet .....	280 00
Willoughby .....	137 00
do for Separate School.....	\$13 00
	\$97 00 \$2003 00
Total for County, \$2100 00.	

## 29. COUNTY OF HALDIMAND.

Canborough .....	\$125 00
Cayuga, North .....	235 00
do South .....	119 00
Dunn .....	118 00
Moulton and Sherbrooke .....	225 00
Oneida .....	328 00
do for Separate School.....	\$31 00
Rainham .....	250 00
Seneca .....	388 00
Walpole .....	632 00
do for Separate School .....	\$18 00
	\$49 00 \$2420 00
Total for County, \$2469 00.	

## 30. COUNTY OF NORFOLK.

Charlottetown .....	\$425 00
Houghton .....	242 00
Middleton .....	365 00
Townsend .....	650 00
Walsingham .....	568 00
Windham .....	490 00
do for Separate School.....	\$40 00
Woodhouse .....	460 00
	\$40 00 \$3200 00
Total for County, \$3240 00.	

## 31. COUNTY OF OXFORD.

Blandford .....	\$240 00
Blenheim .....	850 00
Dereham .....	680 00
Nissouri, East .....	460 00
Norwich, North .....	404 00
do South .....	325 00
Oxford, North .....	190 00
do East .....	300 00
do West .....	350 00
Zorra, East .....	520 00
do West .....	400 00
	\$4719 00

## 32. COUNTY OF WATERLOO.

Dumfries, North .....	\$450 00
Waterloo .....	1000 00
Wellesley .....	602 00
do for Separate Schools.....	\$88 00
Wilmot .....	612 00
do for Separate Schools.....	\$48 00
Woolwich .....	660 00
	\$136 00 \$3324 00
Total for County, 3460 00.	

## 33. COUNTY OF WELLINGTON.

TOWNSHIPS.	APPORTIONMENT.
Amaranth .....	\$190 00
Arthur .....	299 00
do for Separate School .....	\$151 00
Eramosa .....	435 00
Erin .....	690 00
Garafraxa .....	620 00
Guelph .....	300 00
Luther .....	140 00
Maryborough .....	490 00
Minto .....	420 00
Nichol .....	267 00
do for Separate School .....	\$23 00
Peel .....	559 00
do for Separate School .....	\$131 00
Pilkington .....	242 00
do for Separate School .....	\$43 00
Puslinch .....	585 00
	\$348 00 \$5237 00

Total for County, \$5585 00.

## 34. COUNTY OF GREY.

Artemesia .....	\$409 00
do for Separate School .....	\$21 00
Bentlnck .....	580 00
Collingwood .....	370 00
Derby .....	209 00
Egremont .....	400 00
Euphrasia .....	240 00
Gleneig .....	431 00
do for Separate Schools .....	\$44 00
Holland .....	355 00
do for Separate School .....	\$20 00
Keppel, Sarawak and Brooke .....	110 00
Melancthon .....	189 00
do for Separate School .....	\$26 00
Normanby .....	502 00
do for Separate School .....	\$43 00
Osprey .....	345 00
Proton .....	154 00
do for Separate School .....	\$46 00
St. Vincent .....	520 00
Sullivan .....	209 00
do for Separate School .....	\$6 00
Sydenham .....	408 00
do for Separate School .....	\$22 00
	\$228 00 \$5431 00

Total for County, \$5659 00.

## 35. COUNTY OF PERTH.

Blanchard .....	\$515 00
Downie .....	411 00
do for Separate School .....	\$59 00
Easthope, North .....	350 00
do South .....	270 00
Ellice .....	267 00
do for Separate School .....	\$33 00
Elma .....	320 00
Fullarton .....	360 00
Hibbert .....	427 00
Logan .....	310 00
Mornington .....	438 00
do for Separate School .....	\$12 00
Wallace .....	395 00

\$104 00 \$4063 00

Total for County, \$4167 00.

## 36. COUNTY OF HURON.

TOWNSHIPS.	APPORTIONMENT.
Ashfield .....	\$440 00
Colborne .....	240 00
Goderich .....	450 00
Grey .....	445 00
Hay .....	470 00
Howick .....	460 00
Hullett .....	388 00
do for Separate School .....	\$32 00
McKillop .....	430 00
Morris .....	370 00
Stanley .....	500 00
Stephen .....	334 00
do for Separate School .....	\$26 00
Tuckersmith .....	360 00
Turnberry .....	275 00
Usborne .....	480 00
Wawanosh, East .....	262 00
do West .....	265 00
do for Separate School .....	\$24 00

\$82 00 \$6169 00

Total for County, \$6251 00.

## 37. COUNTY OF BRUCE.

Albemarle and Amabel .....	\$70 00
Arran .....	440 00
Brant .....	590 00
Bruce .....	340 00
Carrick .....	528 00
do for Separate School .....	\$17 00
Culross .....	390 00
Elderslie .....	345 00
Greenock .....	223 00
do for Separate School .....	\$27 00
Huron .....	350 00
Kincardine .....	465 00
Kinloss .....	320 00
Saugeen .....	250 00

\$44 00 \$4311 00

Total for County, \$4355 00.

## 38. COUNTY OF MIDDLESEX.

Adelaide .....	\$333 00
Biddulph .....	417 00
do for Separate School .....	\$43 00
Caradoc .....	520 00
Delaware .....	225 00
Dorchester, North .....	510 00
Ekfrid .....	330 00
Lobo .....	390 00
London .....	1120 00
McGillivray .....	543 00
do for Separate School .....	\$17 00
Metcalfe .....	250 00
Mosa .....	350 00
Nissouri, West .....	410 00
Westminster .....	711 00
do for Separate School .....	\$9 00
Williams, East .....	300 00
do West .....	260 00
do for Separate School .....	\$60 00

\$129 00 \$6669 00

Total for County, \$6798 00.

## 39. COUNTY OF ELGIN.

Aldborough .....	\$310 00
------------------	----------

## COUNTY OF ELGIN—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Bayham .....	575 00
Dorchester, South.....	256 00
Dunwich .....	390 00
Malahide .....	620 00
Southwold .....	550 00
Yarmouth .....	650 00
	<u>\$3351 00</u>

## 40. COUNTY OF KENT.

Camden and Gore.....	\$310 00
Chatham and Gore .....	415 00
Dover, East and West .....	290 00
Harwich .....	606 00
Howard .....	434 00
do for Separate School.....	\$36 00
Orford .....	290 00
Raleigh .....	337 00
do for Separate School .....	\$143 00
Ronney .....	76 00
Tilbury, East.....	152 00
Zone.....	100 00
	<u>\$179 00</u>
Total for County, \$3189 00.	\$3010 00

## 41. COUNTY OF LAMBTON.

Bosanquet .....	\$445 00
-----------------	----------

## COUNTY OF LAMBTON—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Brooke .....	\$265 00
Dawn .....	102 00
Enniskillen .....	165 00
Euphemia .....	268 00
Moore .....	408 00
do for Separate School .....	\$22 00
Plympton .....	470 00
Sarnia .....	270 00
Sombra .....	226 00
do for Separate School .....	\$34 00
Warwick .....	465 00

Total for County. \$3140 00.

\$56 00 \$3084 00

## 42. COUNTY OF ESSEX.

Anderdon .....	\$112 00
do for Separate School .....	\$28 00
Colchester .....	293 00
Gosfield .....	300 00
Maidstone .....	194 00
Malden .....	180 00
Mersea .....	312 00
Rochester .....	180 00
Sandwich, East .....	340 00
do West .....	235 00
Tilbury, West .....	200 00

Total for County, \$2,374 00.

\$28 00 \$2346 00



# APPORTIONMENT TO CITIES, TOWNS AND VILLAGES, FOR 1868.

CITIES.	Common Schools.	R. C. Separate Schools.	Total.	VILLAGES.	Common Schools.	R. C. Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
Hamilton .....	1702 00	298 00	2000 00	Arnprior .....	132 00		132 00
Kingston .....	1072 00	328 00	1400 00	Ashburnham ..	125 00		125 00
London .....	1405 00	195 00	1600 00	Aurora .....	126 09		126 00
Ottawa .....	752 00	818 00	1500 00	Bath .....	66 00		66 00
Toronto .....	2961 00	1439 00	4470 00	Bradford .....	120 00		120 00
	\$7892 00	\$3078 00	10970 00	Brampton .....	185 00		185 00
				Brighton .....	130 00		130 00
				Caledonia .....	115 00		115 00
				Cayuga .....	82 00		82 00
				Chippewa .....	109 00	40 00	149 00
				Clinton .....	145 00		145 00
				Colborne .....	96 00		96 00
				Dunnville .....	165 00		165 00
				Elora .....	156 00	29 99	185 00
				Embro .....	70 00		70 00
				Fergus .....	141 00	19 00	160 00
				Fort Erie .....	110 00		110 00
				Gananoque .....	170 00		170 00
				Garden Island ..	60 00		60 00
				Georgetown .....	154 00		154 00
				Hawkesbury .....	130 00		130 00
				Hespeler .....	105 00		105 00
				Holland Landing ..	76 00		76 00
				Iroquois .....	80 00		80 00
				Kemptville .....	114 00		114 00
				Kincardine .....	150 00		150 00
				Lanark .....	70 00		70 00
				Listowell .....	100 00		100 00
				Merrickville .....	105 00		105 00
				Mitchell .....	196 00		196 00
				Morrisburgh .....	118 00		118 00
				Mount Forest .....	120 00	20 00	140 00
				Newburgh .....	100 00		100 00
				Newcastle .....	98 00		98 00
				New Edinburgh ..	40 00		40 00
				New Hamburg .....	121 00		121 00
				Newmarket .....	119 00	46 00	165 00
				Oil Springs .....	155 00		155 00
				Orangeville .....	95 00		95 00
				Orillia .....	130 00		130 00
				Oshawa .....	221 00	54 00	275 00
				Pembroke .....	72 00	21 00	93 00
				Petrolia .....	100 00		100 00
				Portsmouth .....	91 00	39 09	130 00
				Port Dalhousie ..	135 00		135 00
				Preston .....	136 00	18 00	154 00
				Renfrew .....	67 00		67 00
				Richmond .....	50 00		50 00
				Seaforth .....	90 00		90 00
				Smith's Falls .....	120 00		120 00
				Southampton .....	90 00		90 00
				Stirling .....	96 00		96 00
				Strathroy .....	140 00		140 00
				Streetsville .....	85 00		85 00
				Thorold .....	130 00	85 00	215 00
				Trenton .....	120 00	86 00	206 00
				Vienna .....	97 00		97 00
				Wardsville .....	98 00		98 00
				Waterloo .....	160 00		160 00
				Welland .....	108 00		108 00
				Wellington .....	76 00		76 00
				Yorkville .....	185 00		185 00
					7146 00	457 00	7603 00
TOWNS—							
Amherstburgh .....	\$147 00	\$103 00	\$250 00				
Barrie .....	162 00	58 00	220 00				
Belleville .....	500 00	170 00	670 00				
Berlin .....	261 00	39 00	300 00				
Bothwell .....	110 00		110 00				
Bowmanville .....	270 00		270 00				
Brantford .....	641 00	89 00	730 00				
Brockville .....	316 00	124 00	440 00				
Chatham .....	436 00	32 00	468 00				
Clifton .....	84 00	54 00	138 00				
Cobourg .....	372 00	102 00	474 00				
Collingwood .....	160 00		160 00				
Cornwall .....	204 00		204 00				
Dundas .....	184 00	126 00	310 00				
Galt .....	360 00		360 00				
Goderich .....	361 00		361 00				
Guelph .....	408 00	172 00	580 00				
Ingersoll .....	244 00	86 00	330 00				
Lindsay .....	135 00	115 00	250 00				
Milton .....	100 00		100 00				
Napanee .....	187 00	33 00	220 00				
Niagara .....	148 00	77 00	225 00				
Oakville .....	103 00	57 00	160 00				
Owen Sound .....	270 00		270 00				
Paris .....	222 00	48 00	270 00				
Perth .....	211 00	69 00	280 00				
Peterborough .....	294 00	140 00	434 00				
Pictou .....	163 00	77 00	240 00				
Port Hope .....	440 00		440 00				
Prescott .....	143 00	107 00	250 00				
Sandwich .....	150 00		150 00				
Sarnia .....	181 00	54 00	235 00				
St. Catharine's .....	462 00	238 00	700 00				
St. Mary's .....	355 00		355 00				
St. Thomas .....	187 00		187 00				
Simcoe .....	151 00	23 00	174 00				
Stratford .....	320 00	40 00	360 00				
Whitby .....	244 00	56 00	300 00				
Windsor .....	372 00		372 00				
Woodstock .....	367 00		367 00				
	10425 00	2289 00	12714 00				

## SUMMARY OF APPORTIONMENT TO COUNTIES, FOR 1868.

COUNTIES.	Common Schools.	R. C. Sepa- rate Schools.	Total.	COUNTIES.	Common Schools.	R. C. Sepa- rate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
1. Glengarry .....	2107 00	233 00	2340 00	24. Halton .....	2080 00	.....	2080 00
2. Stormont .....	1920 00	.....	1920 00	25. Wentworth .....	3167 00	43 00	3210 00
3. Dundas .....	2112 00	.....	2112 00	26. Brant .....	2260 00	.....	2260 00
4. Prescott .....	1501 00	164 00	1665 00	27. Lincoln .....	2036 00	.....	2036 00
5. Russell .....	854 00	.....	854 00	28. Welland .....	2003 00	97 00	2100 00
6. Carleton .....	3250 00	119 00	3369 00	29. Haldimand .....	2420 00	49 00	2469 00
7. Grenville .....	2155 00	50 00	2205 00	30. Norfolk .....	3200 00	40 00	3240 00
8. Leeds .....	3565 00	25 00	3590 00	31. Oxford .....	4719 00	.....	4719 00
9. Lanark .....	3248 00	14 00	3262 00	32. Waterloo .....	3324 00	136 00	3460 00
10. Renfrew .....	2560 00	80 00	2640 00	33. Wellington .....	5237 00	348 00	5585 00
11. Frontenac .....	2738 00	129 00	2867 00	34. Grey .....	5431 00	228 00	5659 00
12. Addington .....	1806 00	77 00	1883 00	35. Perth .....	4063 00	104 00	4167 00
13. Lennox .....	861 00	.....	861 00	36. Huron .....	6169 00	82 00	6251 00
14. Prince Edward .....	1992 00	.....	1992 00	37. Bruce .....	4311 00	44 00	4355 00
15. Hastings .....	4155 00	19 00	4174 00	38. Middlesex .....	6669 00	129 00	6798 00
16. Northumberland .....	4007 00	70 00	4077 00	39. Elgin .....	3351 00	.....	3351 00
17. Durham .....	3560 00	.....	3560 00	40. Kent .....	3010 00	179 00	3189 00
18. Peterborough .....	2479 00	39 00	2518 00	41. Lambton .....	3084 00	56 00	3140 00
19. Victoria .....	2879 00	.....	2879 00	42. Essex .....	2346 00	28 00	2374 00
20. Ontario .....	4421 00	36 00	4457 00	District of Algoma .....	360 00	.....	360 00
21. York .....	5934 00	163 00	6097 00		135675 00	2850 00	138525 00
22. Peel .....	2756 00	24 00	2780 00				
23. Simcoe .....	5575 00	45 00	5620 00				
GRAND TOTALS.					\$ cts.	\$ cts.	\$ cts.
Counties and Districts .....					135675 00	2850 00	138525 00
Cities .....					7892 00	3078 00	10970 00
Towns .....					10425 00	2289 00	12714 00
Villages .....					7146 00	457 00	7603 00
Reserved for new Separate Schools .....					.....	183 00	183 00
					161138 00	8862 00	170000 00

## APPENDIX D.

## DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

## No. 1. DUTIES OF THE DEPARTMENT.

When the present school system was first established, the duties of the Education Office were light, as the municipalities and school officers and schools were less than half the number that they now are; there was no auditing of school accounts from them, no payment of moneys to them through this office, no *Journal of Education*, no Provincial Normal and Model Schools, no provision for supplying municipalities and school sections with text-books, maps, apparatus, prize books and libraries; no Superannuated Teachers' Fund; no Educational Museum; the Grammar Schools did not report, or receive inspection through the Department, and the Separate Schools were not individually dealt with by it. The correspondence of the office at first amounted to less than 500 letters per annum. Since that time its duties have so increased, that it has been found necessary to divide the Department into several branches,—in each of which more labour is required

than in the whole office before 1850. The School Act of 1850 more than doubled the duties of the Department; and those duties have been much increased by the amended Grammar, Common, and Separate School Acts, as well as by the progress of the school system and the growing interest of the country in the advancement of education and knowledge. The last Grammar School Act necessitated a close examination of Grammar School Returns and Meteorological Reports, involving much additional time and labour. Some idea may be formed of this increase from the fact, that in 1850 the number of letters received amounted to 1,180, and in 1867, to 8,242. In 1850, the number of letters sent out from the Department was 720, and in 1867 it amounted to 5,581. Since 1850, there has therefore been an increase of nearly 700 per cent. (300 per cent. increase since 1852) in the number of letters received, and of nearly 800 per cent. (400 per cent increase since 1852) in the number of letters sent out by the Department; and this increase in the *correspondence* is but a fair indication of the increased labour in the other branches. The several branches into which the Department has been divided, are as follows:—

1. *Council of Public Instruction*.:—This branch includes the general duties of the Council, as defined by statute; its meetings; all matters connected with the Normal and Model Schools, such as their supervision, the appointments of masters and teachers, and servants; the auditing and payments of salaries and accounts; the admission of students and pupils; the care, furnishing and repairs to the buildings, (which have been planned, erected and completed since 1850); the care and culture of the grounds—a square of nearly 8 acres. The books, stationery, etc., for the students in the Normal School, (varying from 100 to 150), and for the 300 pupils in the Model Schools, are supplied upon written requisitions from the Head Master of the Normal School, and approved in writing by the Chief Superintendent. The requisitions are numbered and filed, as the authority for anything done or procured, under the general or special orders of the Council, by whom also all the regulations respecting the establishment and government of the Common and Grammar Schools, and Public Libraries throughout Ontario, are sanctioned, and the text-books used in the Schools, and the books for the Public Libraries, are authorized. The law requires the Chief Superintendent to prepare these regulations, and all other matters for the consideration of the Council, to conduct all its correspondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the minutes, and the accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depository*.:—This branch includes the providing of the Normal and Model Schools with text-books and stationery; the purchase of maps, globes and all descriptions of school apparatus for the schools throughout Ontario, and the correspondence relating thereto. These articles had been furnished to the schools to the amount (including also books for Public Libraries and Prizes) of \$419,475, up to 31st December, 1867. The collection of school apparatus in this Depository is the most extensive in America, if not in Europe: so much so, that a partner of a large Scotch publishing house procured specimens of school requisites to the amount of about \$40, in order to reproduce them in Edinburgh; and the Secretary of the Board of Education for the State of Massachusetts purchased articles to the amount of nearly \$200, for the Education Office in Boston, as specimens for the schools in the State of Massachusetts. Charts and object lessons, of about the same value, have also been obtained at our depository, for the purpose of introducing object teaching in the Normal and other schools at Oswego and other American towns. During the year 1854, at the suggestion and under the revision of this department, three large maps of British North America were undertaken—one in New York; one in Edinburgh, by Messrs. W. & A. Keith Johnston, Geographers to the Queen; and one in London, by the Messrs. Smith, publishers of the Irish National School Maps. These British maps of Canada and the Eastern Provinces were of the same size and style with the Johnston and National series of large maps of Europe, Asia, etc., and included our latest county and Township divisions, lines of railroad, etc. The proofs of those beautiful maps were corrected in this office; and they were published and largely circulated—thus presenting for the first time to the British public (besides providing them for the schools both in England and in Canada) maps of the present Dominion of Canada on a large scale, and also complete and comprehensive in detail. But it has always been an object kept in view to encourage the home manufac-



ture of school apparatus of all kinds; and now by far the greater portion of these articles is the production of the Canadian maker, the maps being drawn and the patterns furnished by this office.\*

This Depository includes about 1,000 different kinds of maps, charts, cheap and beautiful apparatus, (to illustrate elementary instruction in different branches of Natural History, Chemistry, Natural Philosophy, Geometry, etc.) which have been obtained from London, Edinburgh, Glasgow, Paris, Boston, New York, Philadelphia, and other places, and the collection of which has cost much time and labor. But, as in the case of the maps, as well as school seats and desks, these articles are now principally manufactured in this country.

3. *Public Library and Prize Depository* :—This branch includes the procuring and providing of books for the Public Libraries and school prizes, with catalogues, regulations and correspondence relating to them. Nearly 4,000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than sixty publishers in Great Britain and the United States, have involved a great amount of time and labour during many years. Upwards of 64,000 volumes of prize books were supplied to municipalities and school sections, during the twelve months ending December, 1867, and 5,426 for Public Libraries—total, nearly 70,000. And from the commencement of the operation of the Depository, 333,422 volumes have been sent for prizes, and 224,647 for libraries—total, nearly 600,000. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payments made, and the books, when received, must be examined by the invoices, and deposited in their respective places. When an application is received from a municipal or school corporation, with a list of the books desired, or request that books to a certain amount be selected for them, the books desired or selected are marked on the margin of the printed general Catalogue, one copy of which is used and retained in the department for each library; on the outside of this catalogue are entered—the name of the municipal corporation, the number of the library, the amount of the local appropriation and government apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such as the address of the party to whom the library is to be sent, dates and numbers of letters, relating to the library, etc. After having been examined by the Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the books are selected, checked and packed in boxes, together with the necessary quantity of labels

\*The following is a list of these articles of home manufacture now being made in this Province, chiefly in Toronto :—*Departmental Maps* :—(1). British North America, including Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, B. Columbia, etc.—size, 3 feet 10½ in. × 5 feet 4 in. (2). The World; (3). Europe; (4). Asia; (5). Africa; (6). America; (7). British Isles; (8). United States; (9). Palestine;—each 5 feet 5 in. × 4 feet 4 in.; (10). Canada; (11). Europe; (12). Asia; (13). Africa; (14). America—each 4 feet 2 in. × 3 feet 6 in. *Globes* :—(1). Three inch Hemisphere globe (hinged); (2). Six inch Semi-frame, large stand; (3). Six inch globe, walnut stand; (4). Twelve inch globe, low stand, with quadrant and compass; Twelve inch globe, with high stand; (5). Eighteen inch globe, with high stand; Eighteen inch globe, with low stand; (6). Thirty inch globe, low stand, with quadrant; (7). Solar Telluric globe, with metal stand and frame. *Apparatus* :—Canadian School Planetarium (Solar System), high stand; Ditto, low stand; The Tellurian, for illustrating the various phenomena resulting from the relations of the Sun, Moon, and Earth to each other, on wood stand and sun coloured; Air Pump, barrel 7½ by 2 inches, plate 8 inches; basement walnut, well finished; Air Pump barrel, 7 by 1½ inches, ditto plate, 6 inches; Hemispherical Cups, with stop-cock, handles and stand; Electrical Machine, plate 12 inches, prime conductor 12 by 3 inches, insulated crank, and in every respect well finished; Electrical Discharger, large glass handle; Mechanical Powers. cherry frame, with four sets brass pulleys, with silk cord, two sets brass weights, simple and compound levers, wheel and axle, screw and lever with nut, screw as an inclined plane, wedge in sections, inclined plane with arc and binding screw, carriage, ship's capstan, etc., complete; Ditto, ditto, smaller set. Set of twenty Geometrical Forms and Arithmetical Solids, containing blocks to demonstrate the carpenter's theorem, that the square of the hypothenuse equals the sum of the squares of the other two sides; Flat black-board Brush, of lamb's wool, with handle on the top; Archimedes Screw Pump, with stand and cistern; Centrifugal Machine, mahogany frame, with brass geared wheels, also eight illustrations of centrifugal forces : of the cause of bodies revolving on their smallest diameter, of the flattening of the poles, etc.; Pointers (long and short) for Globe and Black-board Teaching; Dissected Cube Root Block, in box, for illustrating square and cube roots, but especially the latter; Cone, with sections, in boxwood, pinned; Insulating Stool, polished wooden top, 13 inches by 11 inches, four massive glass legs; Numeral Frame (Abacus), various sizes; Non-Evaporating Ink Wells (metal); Common Ink Wells, with iron covers; Over and Undershot Water Wheels; Canadian Rotary Map Stand, mounted on castors; Map Case, for hanging on a wall. *Charts* :—Macallum's Chart of Natural History; Robertson's Chronological Chart; Browne's Geometrical Diagrams; Merritt's Historic Chart of British North America.

and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out and sent to the corporation for whom the library is intended, together with the shipper's, or carrier's receipt for the boxes delivered. Under the system adopted in the Depositories, the person making a purchase attests the record of the transaction by his signature, so that vouchers are kept for receipts as well as for payments, and this has been the practice of the Department since 1851. The Cashier gives his receipt for all moneys daily paid over to him, and he deposits the cash in the Bank to the credit of the Province.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced and made accessible to all parts of the Province, which were never before brought into the country, but that these books have been purchased on most favorable terms, and are so supplied, and that the entire expense of management, including transportation, packing, printing, fuel, salaries, insurance, and all contingencies, has not exceeded twenty per cent. on the sums paid for the books and apparatus.

4. *Educational Museum and Library.*—The collection and arrangement of specimens of painting, statuary, engravings, photographs, and other objects of art, and of school apparatus for public exhibition is an important feature of the operations of the Department for some years past, and with results now of great value. The formation of a Library, in which special attention is devoted to works on Education, Educational Reports from various parts of the world, Educational Text Books, Parliamentary Records and original works bearing on the history of the British North American Provinces, has been steadily progressing.

5. *Education Office.*—This is, of course, the Executive of the whole department, not only embracing the management of each of the others, but including the general administration of the Common and Grammar School Laws; explanations to Councils, Superintendents, Trustees, Teachers and others, on doubtful points of law and modes of proceeding; decisions on appeals and complaints; auditing School Accounts; oversight of Normal and Model Schools, and Provincial Certificates for Teachers; paying and accounting for all Legislative Grants for Common and Grammar Schools, Separate Schools and Superannuated Teachers; furnishing annotated editions of the School Laws, Teacher's Registers, blank Reports and Returns for Trustees, local Superintendents, Clerks and Treasurers of Municipalities, and the *Journal of Education*, (besides editing it), to each local Superintendent and School Corporation in Ontario; examination of applications from poor School Sections in new Townships, the apportionment and payment of Special Grant to them; the same in regard to Superannuated Teachers; the preparation of the General Annual Report, the printing and sending out upwards of 4,000 copies of it to Municipal Councils, Superintendents and School Corporations; general correspondence relating to the promotion of education; giving proper attention and explanations to many visitors from all parts of Canada and from other countries, who wish to ascertain and witness the departmental management, and the arrangements which have been made for supplying the educational wants of the country by means of the Depositories, as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the Department, thus summarily stated, require much discrimination and work. Such, for example, as the apportionment and payment of the various grants, after a careful scrutiny of the returns of attendance, &c., compiling the Annual Report from the returns of nearly 700 School Reports, and a comparison of these with the accounts of 500 School Municipalities and Corporations, each of which requires examination and revision in order to compile the Chief Superintendent's Annual Report. Where errors are apparent, the local report is returned, or a letter written requesting explanations. In auditing the School Accounts, the receipts and expenditures of each Municipality must be checked, compared with the County and other Municipal Auditor's reports, and with the apportionment book, and a minute of the balance made. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by law to be raised in a municipality is not raised, or is not accounted for, the parties concerned are duly notified, and a corresponding sum is withheld in paying the next apportionment of the grant, until the deficiencies are made up, and the expenditure of all the moneys raised



duly accounted for according to law. This auditing of school accounts, though a serious task, and involving much correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the receipt and expenditure of public moneys—an important element of public instruction, as well as of good government. To this may be added the examination and publication monthly (in abstract), of returns from the meteorological stations, established at ten selected Grammar Schools.

In regard to *Letters*, each letter received is attached to a blank endorsement, having printed on it the name of the *branch* of the department to which the letter belongs, lines for the number, title or name of the writer, post-office, date of receipt, and references. It is also entered in the *Register of Letters Received*, with the summary of its contents, and numbered; and if it refers to former letters, they are obtained, and their number noted, with such memoranda as may be necessary; should it belong to the Depositories, the request is complied with, and the order is supplied immediately on receipt of the money. A copy from each draft of reply, or letter sent from the office must be made, addressed to the party concerned, and a press copy retained. The date of the reply is also entered on the back of the letter received.

The books are kept by double entry, and are balanced monthly, and detailed accounts transmitted to the Provincial Treasurer. All cash receipts (as above stated) are deposited to the credit of the Province, and all payments are made by cheques, to meet which detailed warrants are issued by His Excellency for the amounts voted by the Legislature, as they may be required from month to month. With respect to the mode of accounting, the following is an extract from the evidence of Mr. Langton, the Auditor, before the Departmental Commission [Sessional Papers, No. 11, Vol. XXI., Session 1863]:—"The Superintendents of Education send me vouchers for all their expenditure. The accounts of the Upper Canada Superintendent are very regular, and are amongst the most correct in form that come to my office."

The following books are kept:—1. Cash Book; 2. Cheque Book; 3. Journal; 4. Ledger; 5. Bank Account Book; 6. Common School Apportionment Book; 7. Separate School Apportionment Book; 8. Grammar School Apportionment Book; 9. Superannuated Teachers' Register; 10. Superannuation Fund Subscription Book; 11. Pensioners' Apportionment Book; 12. Letters Received Book; 13. Letters Sent Book; 14, 15, 16. Depository and Library Sales Books (three); 17. Depository Invoice Book; 18. Depository Abstract Book; 19. Museum Invoice Book; 20. Normal School Admission Register; 21. Provincial Certificate Register; and 22, the Minute Book of the Council of Public Instruction.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department that it has been practicable to avoid confusion and embarrassment, to get through with the work undertaken, and to render the Department an approved and efficient agency for advancing the educational and social interests of the country. Each branch in the office has a head, who is responsible for the working of his branch. The whole passes under the review of the Deputy Superintendent, who refers special cases to the Chief Superintendent as they arise.

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters, and matters of difficulty or difference, the Chief Superintendent has deemed it his duty not to limit the replies of his Department to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions, the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

The Report for 1867, which is about to be given to the public, exhibits the progress the system has already made, and with further improvements in the law which experience has shown to be necessary, it may reasonably be expected, if nothing untoward occurs, that the progress of the system from 1868 will even exceed the progress which it has made from 1850. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves, is the fundamental principle of the



School system ; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Ontario, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local Municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred to in the foregoing remarks.

## NO. 2. DOCUMENTS FURNISHED ANNUALLY TO THE SCHOOL OFFICERS OF ONTARIO.

The following are furnished gratuitously by the Educational Department of Ontario to the various school officers, viz.:—

1. *The Journal of Education for Ontario* is sent monthly to each of the Trustee Corporations in the rural School Sections, to the Boards of Grammar and Common School Trustees, to the Local Superintendents, to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, &c.—Total, 5,000 copies.

The *Journal* has been constituted the official medium of communicating all departmental intelligence. It is regularly sent by the publisher, about the first of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public, the price is \$1.00 per annum, payable in advance. Back volumes since 1848 (the first year of its existence), can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the separate Schools in Ontario.—Total, about 5,000 copies. The *Registers* are sent annually to the County Clerks for gratuitous distribution, through the Local Superintendents.

3. *The Trustees' Half-yearly Reports* are sent every six months—through the Local Superintendents—to the Trustees of each School Section. Those for the Grammar Schools and Roman Catholic Separate Schools are sent direct from this Department.—Total sent out annually, 10,000 copies.

4. *The Trustees' Blank Annual Reports* are annually sent through the Local Superintendents, to each of the Trustee Corporations in the rural School Sections.—Total, about 4,500.

5. *The Blank Annual Reports*, from which the General Annual Report of the Department is compiled, are sent to the Local Superintendents and Boards of Common School Trustees and Boards of Grammar School Trustees.—Total number sent out annually, 600 copies.

6. *Auditors', Treasurers' and Sub-Treasurers' Returns* are sent to about 500 of those officers, to be filled up and returned.

6. *The Chief Superintendent's Annual Report* to His Excellency the Lieutenant Governor printed by order of the Legislative Assembly, is also sent to each of the rural Trustee Corporations ; to the Boards of Common School Trustees in cities, towns and villages ; to Boards of Grammar School Trustees ; to Boards of Public Instruction ; to Local Superintendents, and to Separate School Trustees, besides copies to other parties.—Total number sent out annually, about 4,500.

8. *Various Forms*.—Forms are also sent from time to time to Superannuated Teachers, Trustees (for maps), Normal School Students, &c.—About 800 copies.

Letters received and sent out by the Department :—

	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867
Number of letters received...	2996	4015	4920	5338	5739	6294	6431	6468	7121	7215	6495	6365	6655	7263	8373	8242
Average number per week ...	57	77	95	102	110	121	124	125	137	138	126	122	128	139	161	158
Number of letters sent out...	1430	1936	2581	3764	3966	3542	4627	5823	6015	5656	4955	5054	5415	5833	5186	5581
Average number per week ...	27	37	50	72	77	68	88	112	116	108	95	97	104	112	100	107

*Recapitulation.*—The number of copies prepared, or printed, and sent out annually.

	Copies.		Copies.
1. Journal of Education.....	5,000	7. Chief Superintendent's Report.....	4,500
2. School Registers.....	5,000	8. Various Forms, about.....	800
3. Trustees' Blank Half-yearly Reports.....	10,000	9. Letters, etc., sent out and received.....	13,800
4. Trustees' Blank Annual Reports .....	4,500	10. Circulars, about .....	800
5. Local Superintendents' Blank Annual Reports.....	600		
6. Auditors' and Treasurers' Blank Returns ...	500	Grand Total per year .....	45,500

### No. 3. COMMUNICATIONS TO THE DEPARTMENT.

#### THE POSTAGE LAW AND THE DEPARTMENT.

As many parties, in correspondence with the Educational Department, do not comply with the new postage law, in pre-payment of their letters (thereby increasing the postage charge by nearly 50 per cent.), the effect has been to swell, unduly, this item of the contingent expenses. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service, like that of the Dominion Departments, goes free. But this is an entire mistake, as it is necessary to pre-pay all letters to the *Provincial* Departments. It will be necessary, therefore, that all correspondence be pre-paid, and that thinner paper be used in all cases. Several letters that might occupy but one page have been received, written on large, thick paper, and embracing four pages. Foolscap paper should be used where practicable, and only such portions of it sent as may be written on; all other portions have to be cut off when the letter is filed.

#### PRE-PAYMENT OF POSTAGE ON BOOKS AND PARCELS.

According to the postage law, the postage on all books, parcels, printed circulars &c., sent through the post, must be pre-paid by the sender, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational depository will, therefore, please send such an additional sum for the payment of this postage—at the rate specified—as may be necessary.

#### REGULATION IN REGARD TO GRAMMAR, COMMON AND SEPARATE SCHOOL RETURNS.

All official returns to the Chief Superintendent or a Local Superintendent, which are made upon the printed blank forms furnished by the Educational Department, *should be pre-paid one cent, and open at each end*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

#### APPEALS AND MISCELLANEOUS COMMUNICATIONS.

1. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Laws have the right of appeal to the Chief Superintendent of Education, and he is authorized to decide such questions as are not otherwise provided for by law. But, for the ends of justice, to prevent delay and save expense, it will be necessary for any party thus appealing: 1st. To furnish the party against whom the appeal may be made with a correct copy of his communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer deemed expedient. 2nd. To state expressly in the appeal that the opposite party has been thus notified, as it must not be supposed that the Chief Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing. Application for advice in Township Common School matters should, in all cases, be *first* made to the Local Superintendent having jurisdiction in the Municipality.

2. *The Journal of Education* having been constituted by the Governor in Council, the official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the apportionment, regulations, blank reports, Depository, Normal School, &c.

3. *Communications generally.*—The parties concerned are left to their own discretion



as to the forms of all communications relating to schools, for which specific instructions are not furnished by the Department, but they are requested to use large-sized or foolscap paper, and to keep copies of their letters. In *all* communications, however, the NUMBER of the School Section and the NAME of the Township and Post Office, with the official title of the writer, should be given; and also the NUMBER and DATES of any previous correspondence on the same subject.

4. *Communications with the Government relating to Schools* should be made through the Educational Department, Toronto, as all such communications not so made are referred to the Chief Superintendent of Education, to be brought before the Lieutenant Governor through the proper Department, which occasions unnecessary delay and expense.

5. *Communications relating to the Journal of Education; to the Educational Depository; to Public Libraries; or to the Superannuated Teachers' Fund, School Accounts, Poor Schools, &c.*, should be written on *separate* sheets from letters of appeal, or on legal questions, in order that they may be separated and classified in the Department.

## APPENDIX E.\*

### I. LIST OF ARTICLES PURCHASED AT THE PARIS EXHIBITION OF 1867, FOR THE EDUCATIONAL MUSEUM OF ONTARIO. (*See Pages 26,7.*)

#### 1. *Models of School Furniture and School Requisites.*

The Osborne School Table Desk and Seat	-	-	-	-	} Made in London.
Quadrant School Desk and Seat on four standards	-	-	-	-	
Boys' do do two do	-	-	-	-	
Girls' do do two do	-	-	-	-	
A School Mistress' Pedestal Work Table	-	-	-	-	
A Set of Mechanical Powers	-	-	-	-	} Made in Paris.
Do Geometrical Forms and Solids	-	-	-	-	
A large Abacus	-	-	-	-	
A Sphere, in relief, representing Ptolemaic theory	-	-	-	-	
do do Copernican do	-	-	-	-	
A Globe, in relief, with frame	-	-	-	-	} Made in Berlin and other parts of Germany.
A Sphere, in relief	-	-	-	-	
A Map, in relief, of Mont Blanc	-	-	-	-	
do do Jerusalem, large	-	-	-	-	
do do Jerusalem, small	-	-	-	-	
do do Golgotha	-	-	-	-	} Made in Austria.
One Observatorium	-	-	-	-	
One Astrogosticon	-	-	-	-	
One Laenusque Geographie, &c.	-	-	-	-	
One Topographical Atlas of Wurtemberg (photograph)	-	-	-	-	} Made in Austria.
do do Savoy do	-	-	-	-	

#### 2. *Scientific and other Models, Photographs, &c.*

Various Models for the Blind	-	-	-	-	} Made in Paris.
Model of an oblique Railway Bridge	-	-	-	-	
Enlarged Model of a Flower, (hinged specimen)	-	-	-	-	
Model for small Gymnasium	-	-	-	-	
do large do	-	-	-	-	
Set of Models illustrating the Metric System	-	-	-	-	}
do do French System	-	-	-	-	
Photographs of places in Switzerland and France—Portraits of Celebrities (French and Swiss)					

\* In continuation of list of articles purchased in Italy, Holland, Germany, France, and England, in Appendix to the Chief Superintendent's Report for 1856.



### 3. *Specimens of Natural History.*

A Set illustrative of Entomology	-	-	-	-	-	} Prepared at
do of Coleopterick Insects	-	-	-	-	-	
Specimens of Natural History (Coleopterick Insects)	-	-	-	-	-	} Prepared at
						} Altona.

## II. LIST OF PLASTER CASTS OF ASSYRIAN AND EGYPTIAN SCULPTURES, PURCHASED FROM THE FORMATORE TO THE BRITISH MUSEUM, LONDON.

### 1. *Assyrian.*

One Human-headed winged Bull.  
 A Four-winged Figure with Mace.  
 Slab: Sardanapalus I. with winged figure and offering.  
 do do with Eagle-headed deity and mystic offerings beside a sacred tree.  
 Slab: (two) Sardanapalus besieging a city.  
 do  
 do A King hunting the Lion.  
 do Sardanapalus III. and his Queen feasting in a garden - - }  
 Wounded Lioness, from Slab of Sardanapalus III. hunting Lions - } Bas relief  
 Slab: Sardanapalus III. at an altar pouring a libation over dead Lions } from the  
 Man-headed-lion, from Slab of Mythological or Sacerdotal figures - } Konyunik  
 Two horses and two Lions, one rider—from Slab - - - } Collection.  
 Obelisk from the great mound set up by Shalmaneser, King of Assyria, (about 850 B. C.)  
 Stone from Hadji Abad containing inscription of Addon, King of Assyria.  
 Stone from ditto with cuneiform characters.  
 Babylonian Stone containing record of the sale of a field, in the reign of Merodach-Adan-Akhi, King of Babylon, (about 1120 B.C.)  
 Ditto, with the figure of a King in relief, and the record of the sale of a field, do, do.  
 Various Sculptures and Inscriptions from Persepolis.

### 2. *Egyptian.*

Statue of Amenophis III., called by the Greeks Memnon, (XVIII Dynasty), from Thebes.  
 Statue of Banofre, a Scribe, dedicated to Osiris (XVIII Dynasty), from Thebes.  
 Ditto (of the upper part) of an officer.  
 Ditto do do of rank, inscribed with the name of Psammetichus I. (XXV Dynasty).  
 Ditto (of the upper part) of an Egyptian Monarch.  
 Ditto of Amen-em-ha, a functionary (XII Dynasty).  
 Ditto of Betmes, a high functionary.  
 Bust of Amenophis III.  
 Head of Pasht (Goddess of Fire), and part of figure.  
 Ditto (Bubastis) with the name of Amenophis III. (Memnon) XVIII Dynasty, from Karnak.  
 Head of Sphinx (Roman period).  
 Lid of Sarcophagus of Sebaksi, Priest of Ptah (period uncertain).  
 South and east sides of Obelisk (facing entrance) erected by Nekhttherhebi before the Temple of Thoth, (XXX Dynasty) from Cairo.  
 Intercolumnar Slab from a Temple, with inscription and figure of Nectanebo (XXX Dynasty), from Alexandria.  
 Rosetta Stone, with inscription in honour of Ptolemy V., Hieroglyphic, Enchorial and Greek characters (Ptolemaic period), from Rosetta.  
 Upper part of Basin (for offerings) of Seti-Menephthah I.  
 Upper part of Amen-ra.

### 3. *Greek and Roman.*

Slab: Apotheosis of Homer.  
 " Bacchus and attendants visiting Icarius.

Head of Mausolus from Halicarnassus.

" Apollo (Pourtales collection)

" Æsculapius (Blacas collection).

Group of Grecian Boxers (life size).

Ditto Diana and Dog, by Benzoni.

Ditto Ciparissus and Faun.

Statuette of Infant Bacchus in Basket.

Bust of Achilles, (large).

Two circular Medallion antique heads from marble in South Kensington Museum.

### III. MODERN BUSTS, PURCHASED IN LONDON AND DUBLIN.

Empress Eugenie, Emperor Napoleon III., Queen of Edward IV., Prince and Princess of Wales, Lords Castlereagh, Clive, Raglan, Dundonald, George Gordon, and Palmerston. Marquis of Worcester, (Medallion), Airey, Blucher, Canning, Eliza Cook, Cruickshank, Curran, Cuvier, Cervantes, Goldsmith, Garibaldi, Hume, Hood, Horne Tooke, Linncæus, Mendelssohn, Moore, Robespierre, Capt. Ross, Hannah More, Percival, Thorwaldsen, Savonarola, Lady Stanhope, Doctor Valpy, Sterne, Swift, Watt, Wordsworth, Genl. Wolfe.

#### *Ancient Busts..*

Achilles, Æsculapius, Pompey, Mausolus, Themistocles, and two circular Medallion antique heads from marble in the South Kensington Museum.

### IV. FINE PLASTER CASTS OF WORKS OF ART, GEMS, MEDALS, &c., PURCHASED IN LONDON.

Set 2 Achilles and Minerva.

" 48 Elgin Marbles.

" 3 Triumph of Alexander the Great.

" 470 of the Poniatowski Gems (classical subjects).

" 50 Medals Roman Emperors.

" 120 " illustrative of Roman History.

" 256 " Popes of Rome.

" 112 Great Seals of England, from Edward the Confessor.

" 38 Medals of the Kings of England.

" 79 " " France.

" 24 " Russian Emperors, Statesmen, &c.

" 50 " Modern Celebrated Men.

" 200 " Miscellaneous " "

" 6 " The Seasons, Day and Night.

" 4 Medallions of the Seasons.

" 8 Raffaele's Cartoons.

" 2 Canterbury Pilgrims.

" 2 The Crusades.

" 1 Faith, Hope and Charity.

" 4 Italian Poets.

" 8 Tazza Dishes, Bassi Relievi.

" 8 Medallions, various.

" 4 Helmets (Francis I., Henry VIII., &c.

" 4 Breastplates.

" 14 Statuettes of Knights in armour.

" 4 Halberds.

" 4 Battle Axes, 2 Maces.

" 2 Gauntlets, 2 Gorgets.

" 20 Shields, (Roman, Charlemagne, Maximilian, Emperor of Germany, Francis I., Richard III., Cromwell, Holofernes [three, various], Macbeth, Battle of the Amazons, the Deluge, Flaxman's, &c.)

Group of large Apples, from nature.

" small " "

" Pears "

" Plums "

" Vine and Leaf, large, from nature.

" " small, "

Bunch of Grapes.

Group of Aram Lily " "

" White " "

" Water " "

" Apples (bunch) " "

" Pumpkin and Leaf " "

" Arbutus and Leaf " "

Bunch Blackberries " "

Twenty-four various leaves.

Two Lizards, two Frogs, and one Snake.

V. ELECTROTYPE REPRODUCTIONS OF DECORATIVE PLATE IN THE SOUTH KENSINGTON MUSEUM, PURCHASED FROM MESSRS. ELKINGTON & Co., AND MESSRS. FRANCHI & SONS, LONDON, AGENTS OF THE MUSEUM.

DATE AND COUNTRY.	DESCRIPTION.	FROM COLLECTION.
Portuguese, 17th century.	Silvered and Oxidised Dish, oval, repoussé, with undulating beaten rim, large flower ornaments. Length, 19 inches; width, 14 inches.	G. Moffatt, Esquire.
Do. do.....	Gilt Salver, with raised centre and shaped edges, the rim divided by bands into panels filled with various coarse ornamented work. Diam., 11 inches.	do. do.
Italian, 16th century.	Gilt Salt-cellar of trefoil, and triangle star-shape, on three feet, embossed with grotesque heads. Diam., 4 inches.	Original in South Kensington Museum.
	Gilt Vase, chased with scroll lines and figured. Height, 3½ inches.	do. do.
	Gilt Embossed Plate, with medallions in centre, and round the rim of mounted German Emperors. Diam., 7¼ inches.	do. do.
	Silvered and Oxidised Embossed Plate. The creation of man and fall, in four medallions, demi figure, and inscription in the centre. Diam., 7 inches.	do. do.
	Copper Bronzed Embossed Plate, with convex scalloped edge, the arms of the Swiss Cantons, and inscriptions. Diam., 8½ inches.	do. do.
Probably from Morocco.	Silvered and Oxidised Cooking Bowl, chased with moresque plait and flower work. Diam., 6 inches.	do. do.
Flemish, 16th century.	Gilt Salver, embossed with wide scroll foliage border. Diam., 13½ inches.	do. do.
French, 16th century.	Copper Bronzed Dish, with a figure of a River God in the centre, and a combat of Knights armed with lance and mace round it, in repoussé; victories and trophies on the rim. Diam., 25 inches.	Original in the Musée du Louvre, Paris.
6th century. ...	Silvered and Oxidised Byzantine Book Cover, with the Angel at the Holy Sepulchre, and the two Mary's and legends in Greek capitals. Height, 6½ inches; width, 12 inches.	do. do.
French, 15th century.	Silvered and Oxidised Small Jousting Target, with raised central boss, repoussé and chased with representations of combats. Diam., 13 inches.	Original in the Nuwerk-erke collection, Paris.
French, 16th century.	Silvered and Oxidised Lock-Plate with architectural front, with the arms of France, and monograms of Diane de Poitiers, two key-holes. Height, 10 inches; width, 10 inches.	Original in the Musée d'Artillerie, Paris.



ELECTROTYPE REPRODUCTIONS OF DECORATIVE PLATE, &c.—*Continued.*

DATE AND COUNTRY.	DESCRIPTION.	FROM COLLECTION.
German, dated 1561.	Silvered and Oxidised Dish, ornamented with bold engravings, intended, apparently, for filling up with composition. Fame in a centre medallion, and the Roman Heroes, H. Cocles, Marcus Curtius, and the Carthaginian Hannibal, in circular medallions on the rim, the rest of which is occupied by a triumph, a combat, and the story of Orpheus; and stamped with three coats of arms. Diam., 14 inches.	Original in the South Kensington Museum.
Italian, 16th century.	Gilt Plateau, chased with Moresco knots and Arabic letters. Diam., 11 inches.	do. do.
Do. do. ....	Hunting Horn, in imitation ivory and gilt mounts, semicircular, with two gilt mounts ornamented with arabesques in relief, from the original in ivory. Diam., 15 inches.	Original in collection of A. Fountaine, Esq.
French, 17th century.	Gilt Knife, with handle in imitation of carved ivory. Length, 7 inches.	Original in collection of R. Napier, Esq.
Do. do. ....	Gilt Fork, with handle in imitation of carved ivory. Length, 7 inches.	do. do.
Do. do. ....	Spoon, with gilt bowl, and handle in imitation of carved ivory. Length, 7 inches.	do. do.
Italian, 16th century.	Bowl of a Tazza, gilt, with the triumph of Neptune. Repoussé work. Diam., 7 inches.	Original in the Musée d'Artillerie, Paris.
Italian, 1561...	Copper Bronzed Bell, chased with rings of ornament, of which the lower contains three escutcheons of arms, supported by as many pairs of grotesques. Inscribed Jo., Jacobos., Malhabia, with date 1561. Height, 5 inches.	Original in the South Kensington Museum.
11th or 12th century.	Gilt Cup, ancient Persian or Byzantine work, chased with dragons and animals of various kinds in sharp relief, with an eagle on the raised centre. Height, $1\frac{1}{2}$ inches; diam., 4 inches.	do. do.
German, 16th century.	Gilt Triangular Salt-cellar, with masks in the angles on the top, supported by lions rampant. Height, $1\frac{1}{2}$ inches; length, 5 inches.	do. do.
Italian, 16th century.	Gilt Triangular Salt-cellar, on ball feet, with three circular pools or cavities ornamented with arabesques on each side. Height, $\frac{3}{4}$ inch; length, 5 inches.	do. do.
	Parcel—Gilt Circular Cover of a Box; Damascene work. Diam., $4\frac{3}{4}$ inches.	do. do.
French, 16th century.	Gilt Circular Salt-cellar, supported on cherubs' heads, decorated with three pairs of Cupids supporting shields, with arms, in relief; and three masks between. Diam., 3 inches.	do. do.

## VI. PHOTOGRAPHS TAKEN FOR THE BRITISH DEPARTMENT OF SCIENCE AND ART, AND PUBLISHED BY THE ARUNDEL SOCIETY, LONDON.

*Tudor Portraits, etc.*

Portraits of the Tudor Family, executed from authentic contemporary works, for the Prince's Chamber in the new palace at Westminster, by Mr. Richard Burchett, Head Master of the Central Training School of the Science and Art Department.

*Henry VII.*, from Remée's copy of Holbein's picture, which was destroyed in the fire at Whitehall, and the bronze figure by Torrigiano on the tomb in Henry VII.'s Chapel.

*Elizabeth of York.*, Queen of Henry VII., from the same authorities as above.

*Prince Arthur*, eldest son of Henry VII., from a picture by Mabuse, in the collection at Hampton Court.

- Katharine of Aragon*, after a contemporary miniature, in the collection of the Duke of Buccleuch.
- Henry VIII.*, from a Holbein, in the Royal Collection at Windsor, and one at Hampton Court.
- Anne Boleyn*, from a small contemporary picture, the property of Sir John Boileau, Bt., Artist unknown.
- Jane Seymour*, from Remée's copy of Holbein's picture, a small Holbein belonging to the Society of Antiquaries, and a picture in the Marquis of Ailesbury's collection.
- Anne of Cleves*, from an etching by Hollar, a miniature, probably by Holbein, belonging to Colonel Meyrick, and a miniature in the Duke of Buccleuch's collection.
- Katharine Howard*, from a miniature of the time, in the collection of the Duke of Buccleuch.
- Katharine Parr*, from a full-length life-size picture of the time, in the collection of the Earl of Denbigh.
- Edward VI.*, from a three-quarter length portrait by Holbein, in the Royal collection at Windsor.
- Queen Mary*, from two portraits by Lucas de Heere, one in the possession of Mr. Charles Wynne Finch, the other in the collection of the Society of Antiquaries.
- Philip II.* of Spain, from a picture ascribed to Titian, in the collection of Earl Stanhope.
- Queen Elizabeth*, from a small full-length portrait by Lucas de Heere, at Hampton Court.
- Louis XII.* of France, from a miniature in a missal belonging to the Right Hon. H. Labouchere, and a figure in the collection of Count Veil-Castel.
- Princess Mary*, (youngest daughter of Henry VII., first married to Louis XII. of France, and afterwards to Charles Brandon, Duke of Suffolk,) from a contemporary painting, in the collection of the Duke of Bedford.
- Charles Brandon*, Duke of Suffolk, from a contemporary picture, in the collection of the Duke of Bedford.
- The Marchioness of Dorset*, (daughter of the Princess Mary and the Duke of Suffolk, and mother of Lady Jane Grey), from a picture by Lucas de Heere, in the possession of Mr. Charles Wynne Finch,
- Lady Jane Grey*, from a picture in the possession of Earl Spencer, and Lodge's portraits.
- Lord Guilford Dudley*, from a picture in the possession of Colonel North.
- James IV.* of Scotland, from several scarce and authentic old line engravings.
- Princess Margaret*, (the eldest daughter of Henry VII., and wife of James IV., of Scotland), from a picture in the collection of the Marquis of Lothian.
- Douglas, Earl of Angus*, from a picture in the Royal collection, Windsor.
- James V.* of Scotland, from a picture in the Royal collection, Windsor.
- Mary of Guise*, from a picture in the collection of the Duke of Devonshire.
- Mary Queen of Scots*, from a miniature by Janet at Windsor, a fac-simile of a drawing by the same Artist, in the Louvre, and a portrait of the period of James I. or Charles I. at Hampton Court.
- Lord Darnley*, (the second husband of Mary Queen of Scots), from portraits by Lucas de Heere, and an old engraving by Elstracke.
- 573 copies of national portraits, exhibited at the South Kensington Museum in 1866 and 1867 (1152 to 1820).
- 70 copies of various minatures exhibited at do, 1865 (1560, 1825).

*Copies of Studies from Raffaele's Cartoons and Drawings, viz:—*

- Christ's Charge to St. Peter*—Heads of St. John and three Apostles,  
Heads of the three Apostles in centre.  
Heads of the three older Apostles.
- The Death of Ananias*—Heads of three Apostles.
- Elymas the Sorcerer struck with Blindness*—Head of St. Paul and two others.  
Heads of six of the spectators.

*Original Drawings by Raffaele in the Museum of the Louvre, Paris.*

- The passage of the Red Sea, a study for the painting in the Loggie of the Vatican.
- The "Repulse of Attila," a drawing. The group of the Pope and his attendants was brought to the foreground in the painting.

The battle of Constantine against Maxentius. The fresco from this composition was painted by Guilio Romano after the death of Raffaele.  
David giving his last charge to Solomon (pen drawing in bistre).

*Copies of Italian Sculptures, viz. :—*

- “Tabernacolo,” or Mural Shrine, alto-relievo, in terra-cotta, by Jacopo della Quercia, (Gigli-Campana coll.)  
Virgin and Child, group in terra-cotta; by Jacopo della Quercia, (Gigli-Campana coll.)  
do do  
The Crucifixion, relievo in terra-cotta; ascribed to Lorenzo Ghiberti (b. 1381, d. 1455).  
The Birth of St. John the Baptist, alto-relievo in terra-cotta; ascribed to Ghiberti (Gigli-Campana coll.) 2 copies.  
The Virgin and an Angel, with two kneeling maidens, marble relievo. Tuscan Sculpture. Date about 1440.  
The Flagellation and the Crucifixion, bass-relief sketch in terra-cotta: in two compartments by Donatello, (Gigli-Campana coll.)  
Bust of St. Cecilia, in terra-cotta; by Donatello (Gigli-Campana coll.)  
The Virgin and Child, terra-cotta group in the round; ascribed to Antonio Rosellino.  
Two Amorini holding up a Dolphin, terra-cotta group in the round; ascribed to Antonio Rosellino.  
The Virgin and Child, alto-relievo in terra-cotta; ascribed to Andrea Verocchio (Gigli-Campana).  
The Virgin Kneeling in Prayer, marble statue; by Matteo Civitale (Gigli-Campana coll.)  
Marble Frieze from a Tomb; ascribed to Matteo Civitale.  
The Adoration of the Magi, relievo in enamelled terra-cotta, in varied colours; by Luca della Robbia.  
Circular Medallion, in enamelled terra-cotta, painted in chiaroscuro (one of a series of twelve, representing impersonations of the months) (Gigli-Campana coll.)  
The Virgin and Child, group in enamelled terra-cotta; by Andrea della Robbia.— (Campana coll.)  
The Virgin and Child, in enamelled terra-cotta; ascribed to Andrea della Robbia.  
The Angelic Salutation, relievo in enamelled terra-cotta; ascribed to Andrea della Robbia.  
Bracket of a “Tabernacolo,” in “pietra serena.” Florentine sculpture of the 14th century.  
Frontispiece of a “Tabernacolo,” in carved and gilded wood. Florentine sculpture of the 14th century.  
Altar Piece in Carrara marble, from the Church of San Girolamo, at Fiesole, near Florence Executed about 1490, by Andrea Ferrucci.  
Marble Cantoria or Singing Gallery, from the Conventual Church of Santa Maria Novella, Florence. Executed about 1500, by Baccio d’Agnolo (born 1460, died 1543).  
The Virgin and Child, in an ornamental shrine; relievo in stucco. Florentine sculpture; ascribed to one of the Maiano family. Date about 1480 (Gigli-Campana coll.)  
“Stemma,” or Coat of Arms, in Istrian stone, from a palace at Cesena. North Italian(?) Date about 1500.  
Cupid, life-sized statue in marble; by Michael Angelo (born 1475, died 1564) (Gigli-Campana coll.)  
Cupid, statue in marble; by Michael Angelo (side view).  
Design for the Tomb of Gaston De Foix, an original drawing; by Agostino Busti, called Il Bambaja. The drawing was executed about 1515.  
Hercules and Cacus, original model in wax; by Michael Angelo (Gherardini coll.) In the South Kensington Museum.  
Mask of a Female Head, the eyes and mouth pierced; in terra-cotta. Ancient Greek or Roman. Lent by Mr. C. D. E. Fortnum.  
Group of an Infant Triton seated on an alligator, plaster cast, bronzed. From the fountain in one of the Courts of the Old Palace, Munich. German, 17th century. In the South Kensington Museum.



*Copies of Mulready's Paintings, viz:—*

The Whistonian Controversy.—From the painting lent by Mr. Thomas Baring, M. P.  
Choosing the Wedding Gown, from a drawing for a picture.—Lent by do.

*Copies of Miscellaneous Paintings, viz:—*

Drawing of Beasts and Birds, from a book for children. Japanese.—Lent by the Earl of Elgin and Kincardine.  
Drawing of Travellers, from a book for children. Japanese.—Lent by the Earl of Elgin and Kincardine.  
Designs for a Frieze in Buckingham Palace; the Four Seasons. By Stothard.—Lent by Mr. H. Vaughan.

*Copies of Maiolica, Palissy, Henri II., Persian, Flemish, Dresden, and Sévres ware, viz:—*

Ewer, Maiolica of Urbino, serpent handle, painted with the contest of Marsyas and Apollo. Plateau; in the centre is represented Julius Cæsar in a car preceded by captives, surrounded by five medallions from the history of Julius Cæsar; border of arabesques on white. Urbino Maiolica.  
Vases; dark blue ground with classic medallions.  
Dish; moulded Maiolica ware; painted with Mars, Venus, and Cupid.  
Plate; Castel-Durante Maiolica ware, with bust of Virgil, dragons and arabesques.  
Plateau, Hispano-Moresco ware, with concentric pattern of lustred ornament. Date about 1420–40.  
Plateau, Maiolica, representing the Flight of Xerxes, by Francesco Xanto of Rovigo. Dated, 1537.  
Pilgrim's Bottle; by Orazio Fontana; painted with Mercury killing Argus. Urbino ware. Date about 1560–70.  
Ewer; Maiolica ware; Urbino or Castel-Durante. Date about 1560.  
Plateau of irregular triangular form; Urbino ware. Date about 1560–70.  
Tazza; Palissy ware. In the Museum of the Louvre, Paris.  
Bottle, or "gourde de chasse," with coloured figures in relief. Palissy ware.  
Dish, oval with a snake, fish, and reptiles in relief; coloured after nature. Palissy ware.  
Fruit Dish, perforated and coloured with green tracery and daisies. Palissy ware.  
Tazza, without cover; "Henri Deux" ware.  
Bouquetier, or Flower-Holder; "Henri Deux" ware.  
Salt Cellar; "Henri Deux" ware, of triangular form.  
Jug, blue scale ground with diaper of roses and white tulips. Persian or Rhodian ware.  
Tankard, coloured earthenware; German, 17th century.  
Jug, coloured earthenware; German, 17th century.  
Tankard; coloured earthenware; German. Dated 1680.  
Jug, coloured earthenware; German, 17th century.  
Vase and cover, panels alternately white and yellow, with landscapes and flowers; Dresden porcelain.  
Vase, bleu-du-roi ground, with cameo portraits and painted subjects.  
Cabaret Sévres, (five pieces,) green ground, with children playing musical instruments.  
Vases, gros bleu Vincennes porcelain, oviform, with medallions of Cupids.  
Vase, in form of a ship, rose Dubarry; Sévres porcelain; date 1757. *Square Tray*, rose Dubarry; painted with flowers; Sévres porcelain; date 1757; and a *pair of oviform Vases*; rose Dubarry ground with white and gold elephant-head handles, on square pedestals; Sévres porcelain.  
Eventails or Jardinieres; Sévres porcelain, green grounds, painted subjects after Teniers, by Dodin.  
Shells, turquoise Sévres porcelain, forming vases and covers, mounted in or-moulou.  
Cup and Saucer, turquoise Sévres porcelain; painted with pastoral figures.  
Vase, gros bleu; Sévres porcelain, gourd-shaped, mounted in or-moulou, with masks, resting on two swans.

*Copies of English Porcelain and Wedgwood Ware, viz:—*

Female Figure, apparently of Fame. Chelsea porcelain.

Scent-Bottle, in form of a Monk carrying provisions. Chelsea porcelain.  
 Vases, boat-shaped, on square pedestals; white ornament on blue ground. Old Wedgwood ware.  
 Plaque, white figures on black ground, with the Discovery of Achilles after Flaxman.  
 Vase, with small handles on the base, white classic figures on black ground. Old Wedgwood ware.  
 Amphora and Cover, with figures of the Muses, white on lilac ground. Old Wedgwood ware.  
 Bottles with handles, white on lilac ground. Old Wedgwood ware.

*Copies of Rock Crystal Ware, viz:—*

Vase, in Rock Crystal, Italian, 16th Century work. In the Museum of the Louvre, Paris.  
 Vase, do do do do do  
 Cup, in Rock Crystal, showing the interior. Italian, 16th century work. In the Museum of the Louvre, Paris.  
 Cup, in Rock Crystal, with story of Diana and Actæon. Italian, 16th century.  
 Jugs, ruby glass, with gilt Cupid's heads. German, 17th century.  
 Flasks, ruby glass, mounted in gilt metal. German, 17th century.  
 Spoons and Forks, in Rock Crystal, mounted in enamelled gold and set with rubies. Italian, 16th century.  
 Salt Cellar and Cover, a glass cylinder with silver-gilt mounts, enclosing an illuminated M. S. on vellum, recording the name of the donor, Richard Rogers. Dated 1632. Hall mark 1601.  
 Cup in Venetian glass, with blue and white stripes and gilt bosses of lions' heads.  
 Cup, in Venetian opaque white glass, with two handles splashed with blue, red, and aventurine spots.  
 Wine Glasses, with laticinio ornaments. Venetian.  
 Tankard, in glass; engraved with ships and whales, mounted in silver gilt. 17th century.  
 Burettes and a Tazza, ornamented with stripes and laticinio threads, of four patterns.  
 Ewer, in Sardonyx, mounted in enamelled gold. Italian, 16th century.

*Copies of Embroideries, viz:—*

The Westminster Chasuble, crimson velvet, embroidered with gold.  
 The "Syon" Cope; English embroidered work of the 13th century.

*Copies of Book-binding and Illuminated Pages, viz:—*

Inventory, on paper, of the wardrobe and furniture of household of the Earl of Leicester. 1583. Bound in vellum.  
 Book-binding in green velvet, embroidered with gold lace, and studded with seed pearls. "A Book of the Armes of Englad, doone by me, Esther Inglis, January the first, 1609," with case.  
 Pen-Case of Henry VI., in stamped leather.  
 Book of Hours; illuminated on vellum, with miniatures and borders of flowers and insects. End of 15th century. Bound in red morocco.  
 Book of Hours; illuminated on vellum, with miniatures and borders of flowers and insects. End of 15th century. Bound in red morocco.

*Copies of Ecclesiastical Utensils, viz. :—*

Reliquary, silver gilt. Spanish or Portuguese work of the end of the 15th or beginning of the 16th century.  
 Pastoral Staff of William of Wykeham, Bishop of Winchester. Work of the 14th century.  
 Pectoral Cross, of cloisonné enamel on gold, of the 10th or 11th century, representing the Crucifixion and Saints. Byzantine work.

*Copies of Decorative Plate, viz. :—*

Cup and Cover; silver. The "Pepys Cup." Date 1677.  
 Cup and Cover; silver-gilt, on baluster stem, with six bracket-shaped projections, composed of grotesque animals. Hall mark, 1515-6.

- Cup and Cover ; silver-gilt. Date about 1480.
- Cocoa-Nut Cup ; mounted in silver parcel-gilt. Early 15th century work.
- Rosewater Ewer ; silver-gilt, with very high handle, in form of a hydra or monster with three heads. Italian work. Date about 1560-70.
- Cup and Cover ; silver-gilt, with three winged mermaids and a figure of Minerva on the cover. German. Date about 1600.
- Cup ; silver-gilt, in the form of a bear, playing on the bagpipes. Augsburg. 17th century
- Statuette of a man, with a matchlock gun, rest, and rapier, forming a flask or bottle ; silver-gilt. Augsburg. End of 16th century.
- Nautilus Shell, mounted in silver-gilt. German. Date about 1620.
- Diana mounted on a Stag ; silver-parcel gilt. German, 17th century.
- Cup, in the form of a cock ; silver parcel-gilt. German, 16th century.
- Cup, in the form of a partridge, of mother of pearl, mounted in silver-gilt, and ornamented with garnets. German. Date about 1600.
- Cup, silver, in the form of a bear, with shield and halbert. German, 16th century.
- Salver, silver-gilt, in the centre Moses striking the rock. German or Flemish. 17th century.
- Rosewater Dish, silver parcel-gilt, repoussé in high relief, with a lion-hunt ; on the border are six medallions of the Cæsars, Dutch work. Date, about 1680.
- Tankard, rock crystal and silver filigree. German. Date, about 1560.
- Cup, silver, in form of the celestial sphere, surmounted by an eagle, supported by a kneeling Hercules. Nuremberg. Date, about 1650.
- Rosewater Salver, silver gilt. Augsburg work.
- Girdle Clasp, openwork, with silver foliated ornament on silver-gilt ground. 17th century. German.
- Apostle Spoon, silver, stem twisted with a figure of the Virgin and Child. Dutch, early 18th century.
- Tankard, silver gilt, of the 16th century, with repoussé arabesques and three medallions of the horse, camel, and stag, in landscapes, the cover surmounted by a lion.
- Vase, on pedestal in oxidised silver (known as the Alexandra Vase) presented to H. R. H. the Princess of Wales by the Danes resident in England, executed by J. Barkentein, London.
- Pen and Ink Case, gilt metal with niello work, from Constantinople.

*Copies of Bronzes, viz. :—*

- Bust, bronze of a nymph crowned with ivy. Italian, 16th century.
- Group in low relief, circular bronze, of a kneeling figure (probably Elijah) in a fiery chariot. North Italian. Date, about 1490, to 1500.
- Relievo in bronze, of antique Greek origin.
- Statuette in bronze, female figure reclining on a dolphin. Florentine, 16th century.
- Inkstand, bronze, formed by a warrior, probably Orlando, seated on a sea-monster, from the poem by Ariosto. Florentine. Date, about 1580.
- Statuette, bronze, of an aged male captive, on black marble pedestal. Italian, 16th century.
- Statuette, gilt bronze, of a Cupid blindfold shooting from a dolphin's back ; furniture decoration. Italian, 16th century.
- Plaque, bronze, with Hercules and Antæus. Italian, 16th century.
- Plaque, bronze, with the betrayal of our Saviour ; the work of Valerio Vicentino. Date, about 1500-20.
- Cross of eight points, in perforated bronze ; on one side a crucifix with emblems of the passion, on the other a Virgin and Child with the holy dove. Spanish (?) 15th century.
- Medallion Plaque, bronze, with classic subject, apparently Arion. Italian, 16th century.
- Candlestick, bronze, supported by three kneeling youths, between whom are large festoons of flowers. Italian, 16th century.
- Pair of Candlesticks, bronze ; an eagle's claw sustaining a siren with double tail, each branch supporting a nozzle. An armorial shield of Chiaramonte is below the figure. Italian, 16th century.



- Pair of Candlesticks, bronze, chased with terminal figures, lion's heads, &c. Italian, 16th century.
- Knocker, bronze, formed by a horned mask supported by two human-headed monsters. Italian, 16th century.
- Salver, in bronze gilt, engraved with a bird's-eye view of a sea-port. Venetian work. Date about 1540.

*Copies of Clocks and Jewellery, viz :—*

- Clock, gilt metal, square, with columns at the angles, dome-shaped top, perforated. Augsburg. 16th century.
- Watch, gold, with plaques of blue and white figures. Old Wedgewood ware.
- Ring, gold, set with an antique intaglio, inscription round in Gothic characters. *Earrings*, Greek, gold, in form of amphoræ. *Ring*, 16th century, gold, and enamel, set with a ruby. *Ring*, 16th century, gold and enamel set with a ruby. *Ring*, 16th century, gold set with an emerald. *Ring*, with miniature portrait of Napoleon Bonaparte. *Ring*, with onyx cameo of the Minotaur seated holding a club. *Necklace*, of glass and gold beads, and three pendants of lions' heads; Greek. *Seal*, onyx, in form of a head and bust, engraved with a helmeted bust. *Ring*, antique gold, with a metal signet of a sphynx pursuing a demon. *Pair of Earrings*, Roman variegated glass bead. *Greek Ornament*, gold in form of a griffin's head. *Ring*, gold, pierced shank, and stone inscribed "Avite Adam." *Earring*, gold, in form of a sphynx. *Ring*, Saxon, gold, the raised part set with a circle of garnets. *Earring*, Greek, gold, filigree top, ruby pendant in form of a vase, and two chains.
- Smelling-Bottle, gilt, pierced, and enamelled flowers and birds. *Scent-Bottle*, Chelsea porcelain, pink ground with Watteau subjects, mounted in gold. *Knife and Fork*, horn handles, inlaid with silver. *Snuff-Box*, silver-gilt, in form of a snail, originally enamelled. *Scent-Case*, ivory, inlaid with gold; on the cover two dogs and Cupids. Italian. 17th century.
- Snuff-Box, root of amethyst, with pietra-dura basket of flowers and birds. *Snuff-Box*, of Capo-di-Monte porcelain, in the form of a group of shells. *Snuff-Box*, in Wedgewood ware, with Pegasus in the centre, in white relief on blue ground.
- Chamberlain's Key, gilt-metal, temp. Geo. I. *Etui Case*, ivory, coloured and mounted in gold, in form of a lady with rich brocaded dress. *Seal*, Chinese white porcelain, the handle in form of a seated monkey. *Pill-Box*, Japanese buck's-horn, with lacquered female head, fan, &c. *Bottle*, covered with leather and gold piqué, with star, garter, crown, and royal initials. *Clasps*, in gilt-metal, with figures in Gothic niches. 15th century.
- Snuff-Box, in gold, shuttle-shaped, with appliqué coloured gold designs, and medallions of painted enamel of Teniers' subjects. *Snuff-Box*, in "vernis martin," gold ground, painted with Watteau subjects. *Box*, engine-turned gold, with bright coloured enamel groups of shepherds and trees. *Box*, in lac-japan, with gilt flowers and leaves.
- Snuff-Box, engine-turned gold, enamelled border, on the top a medallion of a girl giving alms to an old man, after Greuze. *Snuff-Box*, in Dresden china, painted with landscapes and figures. *Box*, in enamel, painted with subjects after Teniers, mounted in gold. *Box*, gold, minutely painted with dancing bear and hunting scenes. *Box*, gold, with paintings of seaport and figures by Blarenberghe.
- Basket, oriental enamel, with overlaid plaques of yellow and black enamel. *Watch*, in rock crystal, of octahedral form, said to have belonged to Louis XIV. *Frame*, silver-gilt, with statuettes of Christ and the woman of Samaria at a crystal well. *Watch*, silver gilt, on swivel frame of dolphins and masks, ornamented with blue and white enamel, and set with rose diamonds.
- Tea-Caddy, tortoiseshell, mounted in silver, containing two silver canisters, with chased open-work figures of celebrated actors of the latter part of the 18th century.
- Knife, Fork and Spoon, in a case, with crystal handles, and a silver-gilt salt-cellar and etui case. 17th century.

Cup, of Hungarian topaz, mounted in enamelled gold, set with precious stones. 16th century.

Necklace, of onyx, enamelled, etc.

Cameo, green jasper, with white chalcedony. Bacchante and Faun dancing. 17th century.

"Tara Brooch." Irish work of the 12th century.

*Copies of Enamels, viz:—*

Plate, Limoges enamel, by Pierre Pénicaud. In the Museum of the Louvre, Paris.

Plate, Limoges enamel, by Pierre Raimond. In the Museum of the Louvre, Paris.

Candlesticks, Limoges enamel, by Pierre Raimond. In the Museum of the Louvre, Paris.

Ewer, Limoges enamel, by Jean Pénicaud the third. In the Museum of the Louvre, Paris.

Plaque, the Toilet of Psyche, after Raffaele, Limoges enamel, by Leonard Limosin. In the Museum of the Louvre, Paris.

Plaque, Limoges enamel, painted in grisaille.

*Copies of Ivory and Wood Carvings, viz:*

Triptych in carved ivory, "Vierge ouverte" date about 1280. In the Museum of the Louvre, Paris.

Book Cover, in carved ivory. 14th century. In the Museum of the Louvre, Paris.

Panels, in carved ivory, (twelve), with scenes from the life of Christ, mounted in two frames. 12th century.

Handle of a Sword, composed of four grotesque figures, and mask in the centre; carved ivory. 14th century.

Consular Diptych, of two tablets, each representing the Consul seated, and accessories. Inscribed, "RVF. CENN. PROB. ORISTIS. VC. ETINI. CONS. ORD." Carved Ivory. 6th century.

Comb, in ivory, carved with love scenes, a man kneeling before a woman, and other figures. 14th century.

Diptych, in carved ivory, divided into three compartments; pinnacles and canopies at top: painted and partly gilt, with subjects from the Passion of Christ. 14th century.

Diptych, of three compartments, each carved in high relief, with subjects from the life of Christ. Ivory. 14th century.

Chaplet, in ivory, of ten small beads, each carved with three heads of various orders of men; two large beads, with busts of a Pope and Kings, and a "memento mori." 16th century.

Book-Cover, in five compartments, with gilt-metal bands. In the centre, the Virgin and Child; on each side, Isaiah and Melchisedec; below is the Nativity; and above, a medallion of Christ, supported by two angels. Carved ivory. 8th century.

Mirror-Case, in ivory; two lovers at the foot of a tree, in which Cupid is seated. 14th century.

Crozier-Head, in ivory; the volute supported by an angel enclosing the Crucifixion, and Virgin and Child. 14th century.

Tablet, in ivory, pyramidal, carved with the adoration of the Magi; border of wild animals at bottom. 11th century.

Mirror-Case in carved ivory; a gentleman and lady seated, training a hawk and dog. 15th century.

Pointer, in ivory, for reading manuscripts, the knob carved with two lions. 13th century.

Staff (Tau shaped), fragment, carved with the signs of the Zodiac in lozenge shaped compartments, in walrus tusk. 12th century.

Plaques of the Evangelists seated, writing their gospels. Carved ivory. 12th century.

Devotional Tablet: the Annunciation, the Salutation, the Crucifixion, and the Resurrection. Carved ivory. French, 14th century.

Triptych, in ivory; in the centre the coronation of the Virgin; on each wing three panels of saints, coloured ground, gilt borders. Venetian, 15th century.

Group, carved ivory; the Virgin and Child with St. John. Italian, 17th century.

Plaques, carved ivory, perforated, representing the Rulers of the Elements, surrounded with rococo scrolls. Italian, 17th century.

- Cup, decorated with Bacchanalian subjects. Carved ivory. Italian, 17th century.
- Nutmeg-Grater, with grotesque bas relief in ivory, at the back a peasant drunk and dancing. German, 17th century work.
- Statuette of Venus, with Cupid. Carved ivory. Italian, 17th century.
- Tankard, carved ivory, mounted in silver-gilt. 17th century.
- Hunting Horn, in ivory, carved with hunting scenes, crocodiles and angels supporting a shield of arms. Oriental work.
- Wassail Horn, mounted and lined throughout with silver gilt. English work, 14th century.
- Tankard, in carved ivory, mounted in silver-gilt, set with plaques of translucent enamel. Flemish, 17th century.
- Marriage Casket, octagonal; the frame of ivory and wood marquetry, with carved bone mouldings and medallions of figures on the sides. Venetian, 10th century.
- Harp of Marie Antoinette. In the Museum of the Louvre, Paris.
- Cup, in carved wood, mounted in or-moulu, in form of a dolphin. 17th century.
- Cabinet, in ebony; ornamented with statuettes of the Cardinal Virtues in chestnut wood, and with six Limoges enamel plaques of Scriptural subjects; colour heightened with gold. Italian, 16th century.

VII. CHROMO-LITHOGRAPHS, ENGRAVINGS, AND LITERARY WORKS, PUBLISHED BY THE ARUNDEL SOCIETY, LONDON.

MASTER.	SUBJECT.	COLLECTION.
<i>1. Chromo Lithographs.</i>		
Masolino, Masaccio, and Filippino Lippi.	Three large subjects from the Life of S. Peter .....	Subjects from frescoes in the Brancacci Chapel, Florence.
	Four medium size subjects from ditto, mounted in pairs.	
	Two small subjects from ditto.	
	Two ditto, "Fall and Expulsion."	
	Two full size Heads from one of the above subjects.	
Fra Angelico .....	Four ditto, selected from different subjects.	From S. Mark's Convent, Florence. do do
	"The Annunciation" .....	
	"The Coronation of the Virgin" .....	
	"S. Augustine Lecturing" .....	
	"The Conversion of Hermogenes" .....	
Do. ....	"S. James before Herod" .....	S. Gimignano. From the Eremitani Church, Padua. do do.
	"The Last Supper" .....	
	"The Death of S. Francis" .....	
	Two full size Heads .....	
	"Madonna and Saints," with the Resurrection of our Lord.	
Perugino .....	"The Martyrdom of S. Sebastian" .....	Cagli.
F. Francia .....	"The Marriage of S. Cecilia" .....	Pancale.
Do. ....	"The Burial of S. Cecilia" .....	S. Cecilia's Chapel, Bologna.
Fra Bartolomeo .....	"The Annunciation" .....	do do.
L. Da Vinci .....	"The Virgin and Child" .....	From the Villa of the Frati di S. Marco, near Florence.
Luini .....	"The Marriage of the Virgin." .....	From S. Onofrio's Monastery, Rome.
Do. ....	"The Adoration of the Magi" .....	From Saronno.



## CROMO-LITHOGRAPHS, ENGRAVINGS, &amp;C.—(Continued.)

MASTER.	SUBJECT.	COLLECTION.
<i>Cromo-Lithographs—(Continued.)</i>		
Luini .....	The Presentation in the Temple".....	From Saronno.
Do. ....	Full size Head .....	do do.
Do. ....	" Christ among the Doctors" .....	do do.
A Del Sarto .....	" The Nativity of the Virgin".....	From the Annunziata Cloister.
Do. ....	" Madonna del Sacco" .....	Florence. do do.
Raffaelle .....	" The Four Sibyls" .....	From S. Maria della Pace at Rome.
Do. ....	" S. Peter Delivered from Prison" .....	From the Stanze of the Vatican.
Hans Memling ...	Five subjects from the Triptych in the Hospital of S. John, at Bruges	
	Illuminated Capital Letters .....	From Choral Books at Florence and Siena.
	Letters C. and D.	
	do. F. and L.	
<i>2. Engravings.</i>		
Giotto.....	" The Entombment of Christ".....	From the Arena Chapel, Padua.
Do. ....	The Lives of the Virgin and our Lord, a series of 38 wood-cuts, bound in a volume.	do do.
Fra Angelico.....	Subjects from Frescoes .....	Chapel of Nicholas V. in the Vatican.
	Six subjects from the Lives of S. Stephen and S. Lawrence.	
	Three single figures of Saints.	
Pinturicchio .....	Three outline Heads, traced from the fresco of the Annunciation.	At Spello.
Raffaelle .....	" The Conversion of Saul" .....	From the tapestry in the Vatican.
Do. ....	" The Stoning of S. Stephen".....	do do.
	Alphabet of Capital Letters illuminated by early Italian painters, in outline, with letter F in colour.	From Choral Books at Florence and Siena.
<i>3. Photographs.</i>		
Tintoretto .....	" Christ before Pilate," and "Christ bearing the Cross"	From the Scuola di S. Rocco, Venice, with Mr. Ruskin's description.
<i>4. Literary Works.</i>		
J. Ruskin .....	" Giotto and his works in Padua."	
A. H. Layard, M. P.	Notice of Ottaviano Nelli.	
	do Ghirlandaio.	
	do Giovanni Sanzio.	
	do Perugino.	
	do Pinturicchio.	
W. H. James Weale.	do Memling.	
M. D. Wyatt and E. Oldfield.	" Sculpture in Ivory" (a Lecture on the Art, and a Catalogue of Specimens).	

## VIII. CURIOSITIES, ANTIQUITIES, AND COINS PURCHASED IN LONDON.

Terra Cotta Vase.	Model Gun.
Do Feeding Bottle.	Bone Stylus, or Roman Pen.
Do Lamps. (6.)	Bronze figure, antique.
Roman Brick, Tile.	do do
" Brone Implements.	Ancient Glass—5 pieces.
" Broze Nails, Studs.	Maltese Beads.
" Glass, 3 objects.	Etruscan Wine Cup or Tazza.
" Moulds of Coins.	do do
" Cornelians, (3.)	Bamboo Indian Measures.
" Glass. 3 specimens.	Antique Key.
" Tesselated pavement.	Silver and Buttons.
" Bronze Handle.	Large Spoon (Persian).
" Mirror, with handle.	Cingalese Book—14 leaves.
" " without.	Malay Crease in sheath.
" " "	Points of Ancient Sword.
" Bronze Ring.	Old Sword.
" " "	do
" " "	China Cup.
" " "	" Bowl.
" Bronze Hooks, 2.	Sulphur Casts of Greek Coins (3 doz.)
" " Fibula, 3.	Cornelian Seals.
Etruscan Bronze Circular Fibula.	" with Persian inscriptions.
Roman " Key.	Imitation Diamonds (13).
Etruscan Terra Cotta Vases (2).	Fossils (6).
Egyptian, 10 Bronzes on a card.	Shells (27).
" Bronze Head.	Copies of 3 Babylonian Seals.
" " Figure.	Brain Stone.
" " Figure on Stand.	Mica or Talc, Spa, Fossil.
" Stone Icaabear.	Fossil, ditto.
" Porcellean Figures.	Wood, worm eaten.
" Sacred Eye.	Spa or Rock, 3 specimens.
" Devotional Objects.	Volume of Documents.
" Small Vase in stone.	Vellum Documents (5).
Chinese Scales, in case.	300 Copper Coins.
" Small Tablet, in Bronze.	English and Scotch silver coins (30).
" Pin.	do do (25).
" Bronze Mirrors.	do do (20).
" Carved Steatite (soap stone) box.	do Maundy money, (30) various.
Burmese Bronze Idol, gilt.	Colonial and foreign Silver (40).
" " Tree.	Greek and Roman Copper Coins, (150).
" " Dragon.	60 Foreign Coins.
Greek Terra Cotta figure, from Cyrenicea.	Frame containing casts in wax of Napoleon
Piece of the Royal George.	Medals.
Top of Corinthian Capitals, in lead.	Etruscan Vase.
Chinese Manuscript in roll.	do
Carved Mask or Head, in wood.	Alabaster Indian Buddha.
Curious old Chinese Candlestick.	Bronze do
Early Irish Wooden Lid.	Chinese Screen, Red Marble in Ebony Frame.
Various Bronzes, &c., on card.	20 Medals.
Antique Spurs.	1 Carved Ivory African.
Bronze Irish Fibula.	1 Cut Nautilus Shell.
Turkish Seal in Blue Stone.	1 Hippocampus.
Bone or Horn Medal.	3 White Corals.
Carved Wooden Box.	1 Small Red Coral.
Bronze Girdle.	1 " Purple "
Two Brass Figures.	1 Cut Tooth of Elephant.

Medusa.	3 Wood (Antique) polished.
2 Chalk Fossils.	1 Antique Lamp.
1 Hammitus, (Gault.)	Pheasants in Soap Stone.
2 Fossil Teeth.	Cut Stone with Persian characters.
Polished Ammonite.	Shell, Arca Semitortuosa.
Orthocuitite cut and polished.	Polished Muscle.
Skeleton of Lizard, do. of Frog.	Calyptra.
Polished Fluor Spar.	Neritina Granulata.
“ Pudding Stone.	4 Chitons.
“ Jasper, Septaria.	1 Trigonina, (Tasmania.)
“ round dark Agate.	1 Conusterpala.
3 Square Indian Slabs.	Haliotus, Rattle of Snake.
1 Polished Serpentine and 1 Asbestos.	Small Madripose.
2 Stalagmites.	Watering Pot.
Polished Asbestos.	Case of Insects.
3 Agates.	2 Sharks Teeth.

## IX. MINERALS, SHELLS AND FOSSILS.

1 Collection of 100 Minerals.	36 Selected Minerals, (various.)
1 “ 150 Shells.	1 Diagram of British Seaweeds.
1 “ 150 Fossils.	35 Recent Echine, Starfish, &c.
20 Large Decorative Shells.	

## X. MODELS OF SAILING AND STEAM SHIPS.

Best Cutter, No. 6, rigged complete ; 2 boats and dead eyes.	Paddle Steamer, No. 3, complete ; 2 boats and dead eyes.
Fore and aft Schooner, No. 5, complete ; 2 boats and dead eyes.	Open Boat, No. 4, 2 sails.
Line of Battle Ship, No. 3, rigged complete ; 6 boats and dead eyes.	Martin's Patent Anchor.
Barque, No. 2, complete ; 3 boats and dead eyes.	Trotman's “
	Common Anchor, brass stocks.

## XI. FOOD LABELS, &amp;c.

Public Dietaries.	Barley, Rice, Maize.
Heat Givers in Food.	Coffee, Cocoa.
Flesh Formers “	Condiments, Spices, and Flavours.
Mineral Matter “	
Accessory Food.	Milk.
Oleaginous “	Distilled Spirits.
Mammals used as Food.	Wines, Beers, Acids.
Varieties of Sheep.	Carpet Manufacturers.
The Pheasant.	Worsted “
Birds used as Food.	Woolen “
Eggs.	Felt Fabrics.
Crustaceous Animals used as Food.	Shoddy and Mungo.
Mollusca used as Food.	
Fish used as Food.	Narcotics.
The Sturgeon.	Starch, Soap.
Reptiles used as Food.	
Insects used as Food.	Analysis of Water.
Sea Weeds used as Food.	“ Oats.
	“ Buckwheat.
Wheat, Bread, Potato.	“ Coffee.
Beet Root Sugar, Sugar.	



## XII. ROGERS AMERICAN GROUPS IN PLASTER. PURCHASED IN NEW YORK, 1868.

- Taking the Oath.*—A Southern lady with her little boy, compelled by hunger is reluctantly taking the oath of allegiance from a Union officer, in order to draw rations. The young negro is watching the proceedings while he waits to have the basket filled for his mistress.
- One more Shot.*—Two wounded soldiers have been ordered to the rear during a battle, but one of them is taking out a cartridge to load up again, determined to have one more shot before leaving.
- The Wounded Scout.*—A Union scout has been shot through the arm, around which he has twisted a tourniquet. He is weak and faint from loss of blood, but an escaped slave is conducting him to his home in the swamp. A copperhead snake is raising its head to strike the negro while he is doing this friendly act.
- Union Refugees.*—A Union family have been driven from their home in the South. The father carries all the property they have saved in a bundle slung on his gun. The little boy is trying to console his mother by giving her flowers.
- The Country Post Office.*—An old shoemaker, who is post-master also, has just opened the mail-bag from the army. He is taking a provokingly long time to study out the address of a letter which a young lady by his side recognizes at once as for her.
- The Home Guard.*—Two females living on the border, and the only ones left to guard their home, as the men are all in one army or the other, are suddenly called up by an alarm at midnight. The older one is in the act of cocking a revolver while the other clings to her for protection.
- The School Examination.*—One of the School Committee has come to examine the school, and is pointing out, good-naturedly, on the slate, the mistake the little girl has made in her sum, while the teacher stands by to encourage her.
- The Charity Patient.*—An old doctor is stopped in his employment of mixing drugs by a poor woman, who comes in to ask him what the trouble is with her baby. She is anxiously watching the doctor's face to learn the result of his investigation.
- Uncle Ned's School.*—An old negro boot-black is keeping school, but one of his scholars, a mulatto girl, has asked him a puzzling question, while a lazy little boy is mischievously tickling his foot, which he feels, but is too much occupied to attend to.
- The Returned Volunteer.*—A soldier has built a fortification with some of the blacksmith's tools, and also an opposing battery with a horseshoe and nails, and he is showing the blacksmith how they took the fort.

## APPENDIX F.

### LOCAL SUPERINTENDENTS (1868) OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF ONTARIO.

NAMES.	MUNICIPALITIES.	POST OFFICE ADDRESS.
I. COUNTY OF GLENGARRY.		
Hector McRae .....	Charlottenburgh .....	Martintown.
Rev. A. McQueen .....	Kenyon .....	Dunvegan.
Rev. T. McPherson .....	Lancaster .....	Lancaster.
Rev. W. K. Anderson .....	Lochiel .....	Dalkeith.
II. COUNTY OF STORMONT.		
N. Eastman .....	Cornwall .....	Cornwall.
Rev. H. Lamont .....	Finch and Cambridge .....	Newington.
William Millar .....	Osnabruck .....	Dickinson's Landing.
Rev. D. Gordon .....	Roxborough .....	Athol.

## LOCAL SUPERINTENDENTS (1868) OF SCHOOLS, &amp;c.—(Continued.)

NAMES.	MUNICIPALITIES.	POST OFFICE ADDRESS.
III. COUNTY OF DUNDAS.		
W. Johnston .....	Matilda .....	Dixon's Corners.
A. Broder .....	Mountain .....	Inkerman.
Rev. J. Davidson .....	Williamsburgh .....	North Williamsburgh.
Rev. W. Ferguson .....	Winchester .....	Chesterville.
IV. COUNTY OF PRESCOTT.		
H. Hughes .....	Alfred .....	Treadwell.
Rev. J. G. Armstrong, M.A. ....	Caledonia and Hawkesbury, West .....	Hawkesbury.
Colin Dewar .....	Hawkesbury, East .....	St. Eugene.
R. Hamilton .....	Longueuil .....	L'Orignal.
Rev. Thos. Scott .....	Plantagenet, North .....	Curran.
A. McLean .....	Plantagenet, South .....	Riceville.
V. COUNTY OF RUSSELL.		
J. McCaul .....	Clarence .....	Clarence.
Rev. J. C. Smith .....	Cumberland .....	Cumberland.
W. Z. Helmer .....	Russell .....	Duncanville.
VI. COUNTY OF CARLETON.		
Rev. C. P. Emery .....	Fitzroy .....	Pakenham.
Rev. Richard Gavin .....	Gloucester .....	Ottawa.
Rev. Wm. Fleming .....	Osgoode .....	Osgoode.
Rev. C. B. Pettit .....	Goulbourn and Nepean .....	Richmond.
Rev. Chas. Taggart .....	Gower, North .....	North Gower.
Rev. J. Godfrey .....	Huntley .....	Carp.
Rev. John May .....	March and Torbolton .....	South March.
Rev. D. P. Merritt .....	Marlborough .....	North Gower.
VII. COUNTY OF GRENVILLE.		
R. E. Brown .....	Augusta .....	Prescott.
Rev. J. B. Mullan .....	Edwardsburgh .....	Spencerville.
Rev. John Howes .....	Gower, South .....	Heckston.
Rev. W. T. Canning .....	Oxford, Rideau .....	Oxford Mills.
W. S. Ralph .....	Wolford .....	Jasper.
VIII. COUNTY OF LEEDS.		
Samuel Rabb .....	Bastard and Burgess, South .....	New Boyne.
James Bilton .....	Crosby, North .....	Newboro.
Henry Laishley .....	Crosby, South .....	Elgin.
J. A. Brown .....	Elizabethtown .....	Brockville.
John Ferguson .....	Elmsley, South .....	Smith's Falls.
Rev. D. F. Bogert .....	Kitley .....	Frankville.
Rev. John Carroll .....	Leeds and Lansdowne, front .....	Gananoque.
W. Richardson .....	Leeds and Lansdowne, rear .....	Seeley's Bay.
E. B. Haight, M.D. ....	Yonge, front .....	Mallorytown.
C. N. Hagerman .....	Escott, front .....	Mallorytown.
Rev. J. Gardner .....	Yonge and Escott, rear .....	Farmersville.
IX. COUNTY OF LANARK.		
J. A. Murdoch .....	Bathurst, Dalhousie, Lavant, Sherbrooke, North, and Sherbrooke, South .....	Playfair.
Rev. J. A. Preston .....	Beckwith and Drummond .....	Carleton Place.
Rev. J. J. Chisholm, D.D. ....	Burgess, North .....	Alexandria.
Rev. D. J. McLean .....	Darling and Lanark .....	Middleville.
Rev. Wm. Miller .....	Elmsley, North .....	Smith's Falls.
Rev. S. Milne .....	Montague .....	Smith's Falls.
Rev. A. Mann .....	Pakenham .....	Pakenham.
Rev. Wm. McKenzie .....	Ramsay .....	Almonte.
X. COUNTY OF RENFREW.		
Rev. M. Byrne .....	Admaston, Bromley and Grattan .....	Eganville.
Rev. J. McCormick .....	Algona and Brudenell .....	Renfrew.

## LOCAL SUPERINTENDENTS (1868) OF SCHOOLS, &amp;c.—(Continued.)

NAMES.	MUNICIPALITIES.	POST OFFICE ADDRESS.
COUNTY OF RENFREW.—(Continued.)		
Rev. J. McEwen .....	Alice .....	Pembroke.
Rev. S. C. Fraser .....	Bagot, Blithfield and McNab .....	White Lake.
Rev. Jno. McCormick .....	Brougham .....	Mount St. Patrick.
Jno. Lane .....	Buchanan, Rolph and Wylie .....	Point Alexander.
Jno. McGregor .....	Griffith and Matawatchan .....	Griffith.
Jno. McNab .....	Horton .....	Renfrew.
Rev. D. C. McDowell .....	Pembroke .....	Pembroke.
Rev. W. Henderson .....	Petewawa .....	Pembroke.
Rev. Wm. Simpson .....	Ross .....	Cobden.
P. McCawley .....	Sebastopol .....	Madrid.
R. Childerhose .....	Stafford .....	Stafford.
Rev. C. R. Bell .....	Wilberforce .....	Douglas.
Rev. D. Cameron .....	Westmeath .....	Beachburg.
XI. COUNTY OF FRONTENAC.		
W. Deighton .....	Barrie .....	Cloyne.
J. Babcock .....	Bedford .....	Fermoy.
Rev. D. A. Brown .....	Clarendon, Miller and Palmerston .....	Gemley.
W. H. Brown .....	Hinchinbrooke .....	Deniston.
Rev. E. C. Bower .....	Howe Island, Pittsburgh .....	Kingston.
D. Osborne .....	Kennebec .....	Arden.
D. McRae .....	Kingston .....	Sharpton.
N. Dunlop .....	Loughborough .....	Loughborough.
John Canning .....	Olden .....	Mountain Grove.
Wm. Armstrong .....	Oso .....	Maberly.
J. R. Smith, M.D. ....	Portland .....	Harrowsmith.
Rev. T. S. Chambers .....	Storrington .....	Sunbury.
George Malone .....	Wolfe Island .....	Wolfe Island.
XII. COUNTY OF ADDINGTON.		
C. Skene .....	Amherst Island .....	Emerald.
J. A. Carscallen .....	Anglesea and Kaladar .....	Flinton.
W. Hames, Senr. ....	Denbigh, Ashby and Abinger .....	Vennachar.
I. Williams .....	Camden, East .....	Croydon.
S. D. Clark .....	Ernestown .....	Westbrook.
J. Aylesworth .....	Sheffield .....	Tamworth.
XIII. COUNTY OF LENNOX.		
J. B. Allison .....	Adolphustown .....	Adolphustown.
Rev. J. B. Aylesworth .....	Fredericksburgh, North .....	Napanee.
A. Neilson .....	Fredericksburgh, South .....	Sandhurst.
J. O. Sexsmith .....	Richmond .....	Selby.
XIV. COUNTY OF PRINCE EDWARD.		
J. B. Denton .....	For the County .....	Picton.
XV. COUNTY OF HASTINGS.		
T. S. Agar .....	North Riding .....	Madoc.
F. H. Rous .....	South Riding .....	Belleville.
XVI. COUNTY OF NORTHUMBERLAND.		
Edward Scarlett .....	For the County .....	Castleton.
XVII. COUNTY OF DURHAM.		
J. J. Tilley .....	For the County .....	Bowmanville.
XVIII. COUNTY OF PETERBOROUGH.		
J. Stratton .....	Asphodel, Belmont, Ennismore, Harvey, Douro, Dummer, Smith, Methen, Otonabee and Monaghan, North.	Peterborough.



## LOCAL SUPERINTENDENTS (1868) OF SCHOOLS, &amp;c.—(Continued.)

NAMES.	MUNICIPALITIES.	POST OFFICE ADDRESS.
<b>COUNTY OF PETERBOROUGH—(Continued)</b>		
E. S. Hall.....	Burleigh.....	Apsley.
Rev. F. Burt .....	Dysart, Galway, Minden, Anson, Snowdon, Stanhope, Lutterworth and Hindon .....	Haliburton.
<b>XIX. COUNTY OF VICTORIA.</b>		
N. B. Heslip .....	Bexley.....	Aros.
J. Welch .....	Carden and Dalton .....	Carden.
E. Stephens .....	Digby and Laxton .....	Norland.
Rev. H. B. Wray .....	Macaulay, Stephenson, etc....	Bracebridge.
Rev. N. McDougall .....	Eldon .....	Woodville.
Rev. N. Disbrow.....	Emily .....	Omamee.
Rev. B. S. Hoskins.....	Fenelon and Somerville .....	Fenelon Falls.
S. Irwin.....	Mariposa.....	Oakwood.
S. Corneil .....	Ops .....	Lindsay.
Rev. John Vicars .....	Verulam .....	Lindsay.
<b>XX. COUNTY OF ONTARIO.</b>		
Rev. A. Currie .....	Brook .....	Wick.
Rev. K. A. Campbell .....	Mara and Rama .....	Atherly.
Rev. John Baird .....	Pickering .....	Claremont.
James Baird.....	Reach and Scugog .....	Prince Albert.
Rev. W. Clelland .....	Scott .....	Uxbridge.
Rev. J. C. Wilson .....	Thorah .....	Beaverton.
Rev. J. Douglas .....	Uxbridge .....	Uxbridge.
Rev. K. MacLennan .....	Whitby .....	Whitby.
Rev. R. H. Thornton, D. D....	Whitby, East.....	Oshawa.
<b>XXI. COUNTY OF YORK.</b>		
Rev. J. Brooks .....	Etobicoke .....	Weston.
Rev. J. Gordon .....	Georgina .....	Georgina.
J. W. Montgomery, M.D.....	Gwillimbury, North .....	Bell Ewart.
J. T. Stokes .....	Gwillimbury, East, and Whitechurch .....	Sharon.
Rev. J. W. Clarke.....	King .....	Nobleton.
Rev. G. S. J. Hill .....	Markham .....	Unionville.
Rev. Wm. Belt .....	Scarborough .....	Scarborough.
Rev. R. Hay.....	Vaughan .....	Pine Grove.
W. Watson .....	York .....	Weston.
<b>XXII. COUNTY OF PEEL.</b>		
Rev. H. B. Osler.....	Albion .....	Lloydtown.
Rev. A. McFaul .....	Caledon .....	Caledon.
Rev. T. Pringle .....	Chinguacousy, Gore of Toronto .....	Brampton.
W. J. Pinney .....	Toronto .....	Streetsville.
<b>XXIII. COUNTY OF SIMCOE.</b>		
Rev. J. Michel.....	Albion.....	Keenansville.
R. T. Banting .....	Essa .....	Cookstown.
W. Harvey .....	Flos .....	Elmvale.
Rev. W. Fraser .....	Gwillimbury, West .....	Bond Head.
Rev. J. Poole .....	Innisfil .....	Cookstown.
Rev. R. H. Harris .....	Medonte .....	Craighurst.
Rev. R. Cleary .....	Mono .....	Mono Mills.
J. Bayley, Jr.....	Morrison and Muskoka .....	Evern Bridge.
Rev. J. McCleary .....	Mulmur .....	Mulmur.
Rev. S. Briggs.....	Nottawasaga .....	Stayner.
Rev. A. Stewart .....	Orillia .....	Orillia.
Rev. J. Ferguson .....	Oro .....	Steele.
A. Heslip .....	Sunnidale .....	Stayner.
Rev. S. L. Athurton .....	Tay and Tiny .....	Penetanguishene
Rev. A. J. Fidler .....	Tecumseth .....	Cookstown.
Rev. A. MacLennan .....	Tossorontio .....	Rosemont.
G. Sneath .....	Vespra .....	Midhurst.

## LOCAL SUPERINTENDENTS (1868) OF SCHOOLS, &amp;C.—(Continued.)

NAMES.	MUNICIPALITIES,	POST OFFICE ADDRESS.
XXIV. COUNTY OF HALTON.		
Rev. R. Ewing .....	Esqueving .....	Georgetown.
Rev. J. Little .....	Nassagaweya .....	Nassagaweya.
D. McLeod .....	Nelson .....	Zimmerman.
Rev. John Wilson .....	Trafalgar .....	Palermo.
XXV. COUNTY OF WENTWORTH.		
Rev. John Lees .....	Ancaster .....	Ancaster.
Rev. G. A. Bull .....	Barton .....	Ryckman's Corners.
Rev. J. Porteous .....	Beverley .....	Kirkwall.
Rev. G. Cheyne .....	Binbrooke and Saltfleet .....	Tapletown.
Rev. R. Grant .....	Flamboro', East .....	Waterdown.
Rev. A. McLean .....	do West .....	Strabane.
Rev. T. D. Pearson .....	Glanford .....	Glanford.
XXVI. COUNTY OF BRANT.		
Rev. W. Beattie .....	Brantford .....	Mohawk.
Rev. J. Armour .....	Burford .....	Kelvin.
Rev. J. Dunbar .....	Dumfries, South .....	Glenmorris.
Rev. J. Wood .....	Oakland .....	Oakland.
Rev. J. Booker .....	Onondaga .....	Onondaga.
XXVII. COUNTY OF LINCOLN.		
R. A. Haney, M.D. ....	Caistor .....	Caistorville.
W. A. Comfort, M.D. ....	Clinton .....	Beamsville.
J. Kennedy .....	Gainsborough .....	Smithville.
C. B. Millner .....	Grantham .....	St. Catharine's.
J. Woolverton, M.D. ....	Grimsby .....	Grimsby.
E. Gregory .....	Louth .....	St. Catharine's.
Rev. D. W. Misner .....	Niagara .....	St. David's.
XXVIII. COUNTY OF WELLAND.		
Rev. J. Baxter .....	Bertie .....	Point Abino.
Alex. Reid .....	Crowland .....	Crowland.
Rev. W. E. Cooper .....	Humberstone .....	Port Colborne.
H. R. Haney, M.D. ....	Pelham .....	Fenwick.
Rev. G. Bell .....	Stamford .....	Clifton.
Henry Musson .....	Thorold .....	Allanburgh.
S. S. Hagar .....	Wainfleet .....	Welland.
Rev. D. J. F. McLeod .....	Willoughby .....	Chippewa.
XXIX. COUNTY OF HALDIMAND.		
T. C. Pinkett .....	Canborough .....	Dunnville.
John De Cew, jun. ....	Cayuga, North .....	Cayuga.
A. Nash .....	do South .....	South Cayuga.
Rev. John Flood .....	Dunn, Moulton and Sherbrooke .....	Dunnville.
Rev. A. Grant .....	Oneida .....	Cayuga.
J. Foster .....	Rainham .....	Rainham Centre.
Rev. J. Black .....	Seneca .....	Seneca.
Rev. J. McRobie .....	Walpole .....	Jarvis.
XXX. COUNTY OF NORFOLK.		
J. Covernton .....	Charlotteville .....	Vittoria.
D. C. Brady .....	Houghton .....	Houghton.
C. S. Harris .....	Middleton .....	Courtland.
Rev. J. VanLoon .....	Townsend .....	Boston.
Rev. D. Deacon .....	Walsingham .....	Port Rowan.
D. W. Freeman .....	Windham .....	Simcoe.
Rev. Wm. Craigie .....	Woodhouse .....	Port Dover.
XXXI. COUNTY OF OXFORD.		
J. B. Ellison .....	Blandford .....	Woodstock.
Rev. W. H. Landon .....	Blenheim .....	Princeton.

## LOCAL SUPERINTENDENTS (1868) OF SCHOOLS, &amp;c.—(Continued.)

NAMES.	MUNICIPALITIES.	POST OFFICE ADDRESS.
COUNTY OF OXFORD—(Continued.)		
Rev. W. H. Jones .....	Dereham .....	Tilsonburg.
Rev. S. Belcher .....	Nissouri, East .....	Thamesford.
Rev. W. Donald .....	Norwich, North .....	Norwich.
Rev. J. Wilkinson .....	do South .....	Springford.
G. Telfer .....	Oxford, North .....	Ingersoll.
F. L. Nesbitt, M.D. ....	do East .....	Woodstock.
R. A. Jones .....	do West .....	Ingersoll.
John Craig .....	Zorra, East .....	South Zorra.
Hugh Frazer .....	do West .....	Embro.
XXXII. COUNTY OF WATERLOO.		
Rev. D. McRuar .....	Dumfries, North .....	Ayr.
I. L. Bowman .....	Waterloo .....	Freeport.
Rev. J. Boyd .....	Wellesley .....	Crosshill.
Rev. W. B. Rally .....	Wilnot .....	New Hamburg.
Rev. E. Graham .....	Woolwich .....	Conestogo.
XXXIII. COUNTY OF WELLINGTON.		
A. D. Fordyce.....	North Riding .....	Fergus.
Rev. J. Kilgour .....	South Riding.....	Rockwood.
XXXIV. COUNTY OF GREY		
J. G. Francis .....	Derby, Holland, Keppel, Sullivan and Sydenham...	Owen Sound.
Thos. Ryan .....	Bentlnck, Egremont, Glenelg and Normanby .....	Mount Forest.
A. Grier .....	Collingwood, Euphrasia and St Vincent .....	Griersville.
W. Ferguson .....	Artemesia, Melancthon, Osprey and Proton .....	Priceville.
XXXV. COUNTY OF PERTH.		
Wm. Rath .....	Blanchard, Ellice, Fullarton, Hibbert and Logan ...	Mitchell.
Rev. R. Renwick .....	Elma and Mornington .....	Newry.
Rev. A. A. Drummond .....	Easthope, North and South, and Downie .....	Shakespeare.
Rev. A. E. Miller .....	Wallace .....	Listowell.
XXXVI. COUNTY OF HURON.		
Rev. Wm. Barr .....	Ashfield, Colborne .....	Dungannon.
Thos. Stokes .....	Goderich .....	Goderich.
Rev. J. Ferguson .....	Grey, Turnberry .....	Dingle.
R. D. Bonis .....	Hay, Stephen, Usborne .....	Exeter.
A. Worthington .....	Howick .....	Corrie.
Rev. S. Young .....	Hullett .....	Londesborough.
Rev. C. C. Johnson .....	McKillop .....	Seaforth.
Thomas Farrow .....	Morris, Wawanosh, East .....	Bluevale.
Rev. H. Gibson .....	Stanley .....	Bayfield.
Rev. A. D. McDonald .....	Tuckersmith .....	Clinton.
Rev. Wm. Daunt .....	Wawanosh, West .....	Dungannon.
XXXVII. COUNTY OF BRUCE.		
Rev. A. Tolmie .....	Arran and Saugeen .....	Saugeen.
John Eckford .....	Brant, Carrick, Culross, Elderslie, Greenock .....	Dunkeld.
De Witt H. Martin .....	Bruce, Huron, Kinloss, Kincardine .....	Kincardine.
W. Bull .....	Amabel, Albemarle .....	Colpoys Bay.
XXXVIII. COUNTY OF MIDDLESEX.		
Rev. A. S. Falls .....	Adelaide .....	Adelaide.
Rev. T. E. Sanders .....	Biddulph .....	Lucan.
Rev. G. Grant .....	Caradoc and Delaware .....	Delaware.
Rev. J. Gordon .....	Dorchester, North .....	London.
Rev. W. R. Sutherland .....	Ekfrid .....	Strathburn.
Rev. Wm. Fletcher .....	Lobo, McGillivray .....	Falkirk.
Joseph Young .....	London .....	Birr.
H. Thompson .....	Metcalfe .....	Napier.
Rev. A. Stewart .....	Mosa .....	Kilmartin.



## LOCAL SUPERINTENDENTS (1868) OF SCHOOLS, &amp;c.—(Continued.)

NAMES.	MUNICIPALITIES.	POST OFFICE ADDRESS.
COUNTY OF MIDDLESEX—(Continued.)		
M. Foster .....	Nissouri, West .....	Thorndale.
A. M. Ross .....	Westminster .....	London.
G. M. Ross .....	Williams, East .....	Strathroy.
W. McCaw, M.D. ....	do West .....	Park Hill.
XXXIX. COUNTY OF ELGIN.		
Samuel McColl .....	Aldboro, Dunwich, Southwold.....	Eagle.
A. F. Butler .....	Bayham, Dorchester, South, Malahide, Yarmouth..	Aylmer.
XL. COUNTY OF KENT.		
E. B. Harrison .....	For the County .....	Ridgetown.
XLI. COUNTY OF LAMBTON.		
Rev. P. Goodfellow .....	Bosanquet .....	Widder.
C. Sinclair .....	Brooke .....	Alvinston.
Rev. John Greene .....	Dawn and Euphemia .....	Florence.
Rev. D. Barker .....	Enniskillen .....	Petrolia.
Rev. P. McDermid .....	Moore .....	Birkhall.
James Dunlop .....	Plympton and Sarnia .....	Mandamin.
J. K. Forsyth .....	Sombra .....	Sombra.
Rev. J. Broley .....	Warwick .....	Watford.
XLII. COUNTY OF ESSEX.		
Richard Golden .....	Anderdon .....	Amherstburgh.
J. Bell .....	Colchester .....	Colchester.
J. King .....	Gosfield .....	Kingsville.
W. S. Lindsay .....	Maidstone .....	Woodslee.
Henry Botsford .....	Malden .....	Amherstburgh.
J. Wigfield .....	Mersea .....	Mersea.
V. Ouellette .....	Rochester .....	Rochester.
D. Downing .....	Sandwich, East .....	Maidstone.
T. Girardot .....	do West .....	Sandwich.
A. Craig .....	Tilbury, West .....	Comber.

